



Redesign Plan

Fisher Magnet Upper Academy

Detroit City School District

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Executive Summary

Introduction

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

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

Description of the School

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

Fisher Magnet Upper Academy analyzed The Detroit Public School's individual School Profile Report, the State of Michigan MI School Data Reports, and the State of Michigan's MISTAR School Information Systems Report. Fisher Magnet Upper Academy serves grades 5-8 with 587 students enrolled. Currently 91% of the students are economically disadvantaged with an average household income of \$42,000. The current unemployment household rate is 67%. The high school graduation rate in this area is slightly over 72%. The population consists of 99% of African Americans and 1% other ethnicities. There are an equal amount of girls and boys, 51% males and 49% girls. The special education population is about 26%. Fisher has an overall 89% attendance rate. 86% of students attended Fisher on a daily basis. 15% of the mobility rate is due to the population being transient. Many students are homeless and transferred from other neighboring schools. About 99% percent of the students at Fisher receive free and reduced lunch. 100% of the teachers are highly qualified. 84% are females and 16% males.

3 YEAR DEMOGRAPHIC TRENDS

Student Enrollment

Totals: 2010- 830 2011- 695 2012- 778

Fisher Magnet Upper Academy has had an increase in student enrollment.

Attendance

Totals: 2009- 828 2010- 846 2011-778

Fisher Magnet Upper Academy has had a decline in student attendance.

Student Gender

Male

Totals: 2009- 406 2010- 348 2011-406

Female

Totals: 2009- 424 2010- 347 2011- 372

Fisher Magnet Upper Academy male and female population has showed minimal change.

Student Ethnicity

Total: Black - 812 Black- 685 Black- 769

White-1 White-3 White-3

Fisher Magnet Upper Academy has had a slight increase in the number of white students enrolled.

Students with Disabilities

Total: 2009- 188 2010- 202 2011- 192

Fisher Magnet Upper Academy has had an increase of students with disabilities enrolled.

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Economically Disadvantage

Totals: 2009- 726 2010- 689 2011- 584

Fisher Magnet Upper Academy has showed a slight decrease in residences that are considered economically disadvantaged in the schools boundaries.

Student Behavior

Totals: 2009- not available 2010-512 2011- 315

Fisher Magnet Upper Academy has showed a decrease in the behavior suspensions.

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.

Fisher School embodies its purpose by the integration of the Vision/Mission statement through academics and social programs.

Vision

The Fisher Magnet Upper Academy community will cultivate a nurturing environment through the implementation of effective and innovative instructional strategies. This will build character and strengthen academic excellence to create positive successful contributors to our global society.

Mission

Fisher Magnet Upper Academy staff, parents, and the community will plant seeds of possibilities in a safe environment to mold and produce responsible and respectable 21st Century Learners. Our students will emotionally, physically, academically, and technically developed as contributors to our global society by using critical and creative thinking skills to advance our world.

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.

We have shown a slight improvement in the area of Reading in all grade levels. With the focus on science experiments we hope to see an improvement in science scores in 5th and 8th grade. We will also focus on hands on math activities throughout the school year and this will increase scores at every grade level.

Additional Information

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

Project Unify

PAL Program

DPD Mentoring (We Here We Care)

Chess Program

Academic Games

SIS Mentoring

Priority School Assurances

Introduction

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

Priority School Assurances

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

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

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

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

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

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

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

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Harry Coakley, Principal, harry.coakley@detroitk12.org
Selina Wilkins-Poe, Academic Engagement Administrator, selina.wilkins@detroitk12.org
Ashara Shepard, Instructional Specialist, ashara.shepard@detroitk12.org
Leola Banks, English Language Arts Teacher, leola.banks@detroitk12.org
Stanya Jefferson, Mathematics Teacher, stanya.jefferson@detroitk12.org
Shelly Furtah, English Language Arts Teacher, shelly.furtah@detroitk12.org
Susan Morandy, Science Teacher, susan.morandy@detroitk12.org
Nyree Toney, Resource Teacher, nyree.toney@detroitk12.org
Nancy Walker, Title I Teacher, nancy.walker@detroitk12.org
Satyra Johnson, Mathematics Teacher, satyra.johnson@detroitk12.org
Erica Muhammad, Title I Teacher, erica.muhammad@detroitk12.org
Barb Tronstein, Gardner White Furniture, Community Partner
Mr. Moore, Parent

PART B: TEACHING AND LEARNING PRIORITIES

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

The two big ideas for the reform/redesign plan at Fisher Upper intended to change teaching and learning to promote student growth are:

- Professional Learning Communities
- School Climate and Culture to promote college and career readiness

Professional Learning Communities

The staff at Fisher Upper will utilize Professional Learning Communities (PLC) for collaboration of best practices within content areas. PLC meetings will be held weekly. The leadership team and teachers will work collaboratively in an ongoing process to research strategies, collect data and analyze data for the students we service. The teachers will work at grade level to implement projects, themes and strategies cross-curricular. Subject area teachers will collaborate in instructional strategies to improve classroom instruction to ensure content curriculum vertically across grade levels. Special education and general education teachers will share and create activities collaboratively that vary in levels of complexity and accommodate different learning styles. Through whole and small group instruction, teachers will deliver content to enhance understanding and academic success, while also maintaining rigor

School Climate and Culture

Staff at Fisher Upper will support the implementation and completion of an Educational Development Plan (EDP) for all students in grades 7 and 8, as mandated by the State of Michigan. Staff will increase rigor in the classroom to prepare them for college and/or career. ALL Students will be made aware of a guaranteed scholarship, if they graduate from a Detroit Public School, live in the city of Detroit and attend a public university or community college in the state of Michigan, through Detroit College Promise. Students at Fisher will register for the scholarship before the end of grade 8. College cost are rising every year and enrollment in college increases when students have the funding to pay for college. Students will understand through counselor, school-wide encouragement and community partnerships that college planning is not an option, but an expectation; registration will begin in grade five. Students will also be supported in the area of attendance to gain the habit of being on time and on task, which is a necessary skill for college and the workplace. Fisher parents will also be supported to reinforce the Fisher School climate and culture through parent partnerships, activities and workshops. This support will also decrease our overall suspension rate.

State what data were used to identify these ideas

The data used to identify our big ideas of Differentiated Instruction, Professional Learning Communities and School Climate and Culture are from MEAP/MAP analysis and comparisons, STAR assessments, classroom assessments, attendance records, Detroit College Promise registration data and EDP completion rates.

According to ELA MEAP data, there was 48% improvement from 2011 to 2012. However, only 31% of the students at Fisher Upper scored proficient or advanced. The STAR reading data shows 85% of students scoring below the success index. Our benchmark assessment, Measures of Academic Progress (MAP), reading scores at each grade level indicate the average student score is at an instructional level at least two grades behind.

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MEAP mathematics data indicate only 1% of students scored proficient or advanced in 2012, even though there was an 18% improvement from fall 2011 to 2012. MAP scores at each grade level indicate the average student score is at an instructional level at least two grades levels behind. The STAR mathematics data shows 78% of students scoring below the 25th percentile.

MEAP Science data shows that 93% of Fisher Upper students were not proficient. Only 1% scored in the proficient level in 2012. Data from informational text scores indicate students have difficulty reading and interpreting science and social studies text. MEAP data and MAP data, when compared to one another, were comparable.

MEAP Social Studies data reveals there was a 2% increase from 2011 to 2012. However, only 3% of Fisher Upper students in grade 6 were proficient.

Teacher feedback and classroom assessment data, reflected in student report cards, indicate academic improvement needs to occur in all content areas.

Educational Development Plans (EDPs) are required by the state. Beginning in grade seven every student should have an opportunity to begin/modify their EDP. The EDP completion rate for 2012 was 80%.

According to the registration data from Detroit College Promise 0% (2 students) of Fisher Upper students were registered in 2012 to receive scholarship money, from DCP, to assist with attending college.

Research also suggests that PLCs have a positive impact on student achievement. According to Grossman, Wineburg and Woolworth (2001) learning communities is not just viewed as an extending classroom instruction beyond the school walls into the community, but in other instances it referred to interactions between students and teachers, which is also important to student achievement.

Internal data which will be used to implement differentiated instruction will be used from Star Reading, Star Math and Measurement of Academic Progress (MAP). Classroom data, such as classroom assessments, portfolios, projects, etc will be used to guide and differentiate instruction.

According to Fisher attendance data, Fisher student attendance is at 88% which is 7 % below district requirements

According to the Free Application for Federal Student Aid (FAFSA) website, students who receive funds to attend college are more likely to attend. Therefore, increasing career awareness and interest inventories through EDP completion and scholarship opportunities through Detroit College Promise, the college/career going culture will be enhanced.

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.

Detroit Public Schools is committed to placing turnaround leaders in all Priority Schools. The principals identified are key leaders because they are able to focus on early wins by implementing professional learning communities and effective leadership teams with a core focus on instruction and academic achievement. These principals have the capacity to decipher systemic barriers and make strategic adjustments to align with instructional and academic needs. They are able to identify academic trends within their data and promote data dialogue within collaborative teams to address achievement gaps for school improvement. The principal was also chosen because they continuously reflect on their practices, current systems and most important, student achievement. They are able to rapidly make needed adjustments based on current research, data and have the ability to cultivate innovativeness through collaboration at their school site. They possess leadership skills to create an environment that breaks away from organizational norms and directly aligns the needs of their individual school site to promote academic gains.

The District is committed to the placement of principals who are able to rapidly adhere to the needs of their school and make site-based decisions to drive student achievement. The principal has the capacity to collect and analyze demographic, academic, culture & climate data and align resources to address the needs of their school.

The District is committed to the placement of principals who have the ability to rally the buy-in of key stakeholders regarding rapid transformation and "Big Ideas." This buy-in is created through shared leadership and collaborative efforts through the use of ILTs (Instructional Leadership Teams) and PLCs (Professional Learning Communities).

Through research-based efforts and the District's commitment to turnaround competencies of assigned principals the District has developed a differentiated series of professional development to build and enhance site-based leadership capacity. Job embedded professional development is given to each priority school principal and the members of the Instructional Leadership Team. The professional development model incorporates the collaborative efforts of Priority School principals, teacher leaders and site-based instructional specialists. School leaders have the opportunity to learn and enhance the process of developing and improving systems for sustainability.

Through District provided individualized efforts consultants provided school leadership with research based on Lozotte's (2006) Continuous School Improvement System to facilitate the acknowledgement of Big Ideas". This facilitation allowed school leadership teams to collaborate regarding efficiency of current systems, update of systems that are misaligned to the Reform/Redesign efforts and to increase their knowledge base of proven strategies in regards to rapid school turnaround.

Leadership coaches, principal mentors and consultants provide professional development. Turnaround consultants will be utilized to assist principals with the enhancement, development and/or implementation of Instructional Leadership Teams and Professional Learning Communities.

Detroit Public Schools is also committed to providing professional development training to increase leadership capacity within the five competencies. Along with the District's Priority Schools' Professional Development Series monthly district-wide and constellation meetings are utilized to review core instructional programs, build practitioner capacity of current research and best practices, academic/perspective data and operational information.

Fisher Magnet Upper Academy has made improvements under the leadership of Mr. Harry Coakley. Slight improvements have been made in reading proficiency on the MEAP in 2012. Attendance has been a continuing issue, although the trend for 2013 and been an increase in student attendance. On count day, 10/2/13, 98.8% of students were in attendance.

Mr. Coakley purchased an attendance agent, through Title I, to address the attendance concerns which negatively impact student learning and growth. Positive trends in attendance have been made as a result of that decision. Mr. Coakley uses data to drive professional development and school-wide decisions so that various needs of all students are met. Instructional and support staff receive ongoing, embedded, quality professional development. Using student performance data, decisions are made to plan, implement and monitor effective instruction and student achievement. Staff has been trained on various data points and how to triangulate data--external, internal and classroom data-- to deliver instruction to improve student achievement.

Mr. Coakley looked at student assessment data from the previous year and created homerooms to meet the needs of all students. Mr. Coakley provided the teachers with each students test scores so they could group students according to assessment data and they could incorporate one of our big ideas which is differentiated instruction. With the assessment data the teachers are able to create individualized learning plans to meet the needs of every student. They are able to differentiate instruction to a group of students then revisit every two to three weeks to determine if the intervention has increased student achievement. Mr. Coakley reviews all teachers ILP's monthly to see what progress has been made in over the month with the interventions put in place. Mr. Coakley uses Star results and teacher assessment to see improvement over a specific amount of time. Mr. Coakley goes over with the staff the findings of what interventions worked over a months time and what interventions need to be adjusted to create the desired results we need to move our school in the right direction.

The District will increase the leadership capacity through continuous professional development. Central Office has provided training in data analysis to increase the effectiveness of triangulating data to better differentiate instruction. Leadership capacity is also supported by implementing a shared vision and opportunities to come together to receive feedback and information of ways to improve teaching, learning and accountability.

Fisher Upper has created PLC's over the past two years and we have created Grade level, Department Chair and Special Education Teacher Leaders to give teachers a leadership role in the building. Each grade level chairperson and Department chairperson meets with the School leadership team and take information back to the team that was discussed in the weekly leadership team meeting. The Special Education Lead Teacher completes all Special Education forms and makes sure the special education department stays in compliance.

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

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

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

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

The evaluation process is based on a professional growth model with five core elements. The Five Core Elements are as follows:

- I. Demonstrated Pedagogical Skills
- II. Student Growth as Predominant Factor
- III. Classroom Management
- IV. Relevant Special Training
- V. Educator Responsibilities

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

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

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

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continuing implementing their PLPs, collecting artifacts and documentation to support each core element.

Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine-tune their professional learning plans.

Currently, for the 2013-2014 school year 30% of the teacher evaluation is based on student growth (student growth is measured through a process of triangulation using external data, school-wide/benchmark data and classroom data.). The percentage is set increase by an additional 10% increment by the 2014-2015 school year. This increase is set to directly align with the State of Michigan's 40% student growth mandate.

All teachers are assigned an official score based on a 100-point scale. Teachers receiving a score of 69% or below are considered ineffective and will be provided the appropriate support.

The proposed evaluation process will be based on leadership effectiveness, administration of staff observation/evaluation and site-based operational duties.

Principal Evaluation Tool/Process

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

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

1. Creating a shared vision of effective leadership providing meaningful feedback to principals that support the refinement of their work
2. Providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan
3. Creating a system of accountability

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

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

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

The identification to reward school leaders, teachers and other staff will be related to the advancement of student achievement. As school communities improve their academic standing and close their existing achievement gap with core subject areas, they will become eligible for a reward. Rewards will be identified in collaboration with District leadership, principals and teachers. Rewards may include multi-year contracts, financial incentives and opportunities for career growth.

An identification method for rewarding teachers is the current teacher evaluation tool. Through the growth model specified in the teacher

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evaluation process; each teacher is given a classification of highly effective, effective, minimally effective and ineffective. The comprehensive evaluation tool ultimately provides a classification for all teachers based on the five core elements which include but is not limited to: student achievement and the use of instructional programs. Through this yearly classification process, identified teachers are rewarded with career opportunities of specialized certification through training provided by the district. These teachers have the opportunity to become lead teachers, teacher mentors, specialists (if they are able to meet specified requirements), Reading Recovery Teachers, Reading 180 teachers and System 44 teachers.

Ineffective teachers will be provided with support from school-based personnel, district level personnel and/or training to assist with professional growth and improvement. In the event that improvement is not shown the removal of ineffective staff is based on the district's policy, which is aligned to state laws, MCL 380.1248 and 380.1249.

The reform leadership team (, Principal, Academic Engagement Administrator, Title One Teacher, Instructional Specialist, Title One Teacher, Resource Teacher, Title One Teacher, Title One Teacher, Science teacher, and ELA Teacher) met to discuss criteria for a reward system for staff members. To reward instructional staff fairly and consistently, teachers will be recognized after each district benchmark testing period. Teachers will be made aware of the criteria at staff meeting and content/grade level team meetings.

Rewards for the instructional staff will be based upon STAR Reading and MATH, Accelerated Reader and MAP results. The current percentages for evaluation are: 75% + overall student growth is a highly effective rating. At 50-74% percent overall student growth is effective, 31-49% student growth is minimally effective, and any teacher with less than 30% growth would be rated ineffective. To recognize and reward growth throughout the year teachers whose students' show at least a 20% increase at each of the interval assessments (STAR Math/Reading, Accelerated Reader and MAP) will be recognized with the following:

- Recognition on the PA
- One extra preparation period
- Recognition at PSSCO meeting and parent newsletter
- Teacher of the month with gift card

Rewards for the school leadership when the school meets state standards will be as follows:

- Acknowledgement in the Annual Education Report
- Recognition at PSSCO meeting and parent newsletter
- Recognition on school/district website

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

Leaders may be removed from the school based on not meeting the following: prescribed student performance targets set by the District, management of budget, student attendance goals and suspensions/ expulsion goals. They may also be removed based on results from school diagnostic reviews, satisfactory in completion of School Improvement Plans, attending professional development and establishing a school leadership team focused on strategies to increase student achievement.

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

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

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

Goal 1:

All staff members will work to promote a positive school climate and culture at Fisher Magnet Upper Academy.

Measurable Objective 1:

collaborate to Decrease the total yearly suspensions by 06/30/2016 as measured by a reduction of 5% per year totaling 15%.

Strategy1:

Suspension reduction - Social worker and counselor will work to decrease negative behavior through intervention and proactive activities.

Research Cited: Innovative Discipline (National Education Association, 1994)

Activity - Teacher Training on Climate and Culture	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff on the difference between climate and culture, focusing on how both impact behavior and student achievement.	Professional Learning	11/20/2013	09/30/2015	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to increase daily student attendance rate from 88% to 95% by 06/30/2016 as measured by all teachers tracking daily attendance, and the assignend attendance agent tracking attendance and conducting home visits.

Strategy1:

Improving Attendance - The attendance agent will work with the teachers and social worker in order to increase the daily attendance rate.

The attendance agent will make frequent calls home to keep the parents informed of their students attendance and the importance of coming to school daily to improve student achievement. The Attendance Agent will also make the parents aware of their role as a attendance agent in getting the students to attend school daily. Teachers will also monitor attendance using the Mi STAR program. Attendance will be input hourly each day. Teachers are also to submit to the main office the daily count of attendance for their homeroom class.

Research Cited: Gottfried, Michael A., Evaluating the Relationship Between Student Attendance and Achievement in Urban Elementary and Middle Schools: An Instrumental Variables Approach, American Educational Research Journal, June 2010, Vol. 47, No. 2, pp. 434-465.

This study evaluates the connection between student attendance and positive learning outcomes.

Levy, Douglas E., Jonathan P. Winickoff, Nancy A. Rigotti, School Absenteeism Among

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Children Living With Smokers, Pediatrics: Official Journal of the American Academy of Pediatrics, 2 September 2011.

Children of parents who smoke have worse attendance than their peers with healthier parents, according to this study. Researchers looked at data from the 2005 National Health Interview Survey to assess the relationship between adult-reported household tobacco use and child health and school attendance. Children who experienced tobacco exposure had significant academic disadvantages.

Activity - Increasing Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff and parents will participate in a professional development that promotes increasing attendance.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Assigned Attendance Agent, Detroit Parent Network and the principal.

Goal 2:

All students at Fisher Magnet Upper Academy will become proficient readers.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency in reading comprehension for narrative and informational text in English Language Arts by 06/30/2016 as measured by MEAP Data, MAPs, Star Reading, Star Math, School Progress Reports, School Report Cards and Individual Development Plans..

Strategy1:

Reading Tier 2 - Tier 2 provides strategies for students who have not met tier 1 core instruction with embedded differentiation instruction. These specific students will receive supports from the classroom teacher along with 2-3 days of targeted supports which reflect the students individual development plan goals, from the paraprofessional. Based on results of the progress data, students who have made progress of at least 75-80% of the time will be returned to tier 1 which involves whole group core instruction. Students who are not progressing, will be placed into tier 3.

Research Cited: Research for MTSS:

MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

Urban Special Education Leadership Collaborative

Education Development Center, Inc.

43 Foundry Avenue - Waltham, Massachusetts - 02453

Research Brief: Multi-tier System of Supports (MTSS)

By: Orla Higgins Averill and Claudia Rinaldi, Urban Special Education Leadership Collaborative, (<http://www.urbancollaborative.org>)

Reading Research: Small Group Instruction

These articles support the use of small group instruction as an intervention strategy especially for struggling readers. The articles provide evidence of how small group instruction has a positive impact on reading achievement

Webb, N. (1984) Stability of Small Group Interaction and Achievement Over Time. Journal of Educational Psychology, v76 n2 p211-24

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Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will participate in a professional development workshop with a representative from Study Island that will explain the use of Study Island by utilizing Best Practices around reading and writing instruction that incorporates collaboration in sharing strategies in the classroom.	Professional Learning	03/31/2014	06/30/2016	\$4842 - Title I Schoolwide	Study Island Representative

Strategy2:

Reading Tier 3 - During Tier III, specific students will receive intensive academic interventions during pull-out sessions from from the Title 1 ELA Teacher. Within this tier, 1-2 students will receive daily intensive, research-based instruction from an interventionists such as the Title 1 ELA teacher for 45-60 minutes based on individualized data from multiple sources and may also focus on teaching decoding, fluency, phonics, and phonemic awareness skills. An individualized development plan will be used at tier III that outlines student growth along with continuous progress monitoring results.

Research Cited: Reading Research: Small Group Instruction

These articles support the use of small group instruction as an intervention strategy especially for struggling readers. The articles provide evidence of how small group instruction has a positive impact on reading achievement.

Webb, N. (1984) Stability of Small Group Interaction and Achievement Over Time. *Journal of Educational Psychology*, v76 n2 p211-24

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children *Learning Disabilities Research & Practice* Volume 16, Issue 4, pages 203–212.

Denton, C., Jack, M. Vaughn, S. (2003) Bringing Research-Based Practice in Reading Intervention to Scale *Learning Disabilities Research & Practice* Volume 18, Issue 3, August 2003, Pages: 201–211.

Activity - Differentiating Instruction with Technology in the ELA Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use a variety of technology to support differentiated instruction for all students.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	ELA Instructional Specialist and Title 1 Math Teacher

Strategy3:

Professional Learning Communities - The leadership team and teachers will work collaboratively in an ongoing process to research strategies, collect and analyze data for the students they service. The teachers will work at grade level and subject area to come up with strategies to improve classroom instruction. Teachers will create activities collaboratively that vary in levels of complexity and accommodate different learning styles. Teachers will also discuss researched based strategies for lesson planning.

Research Cited: Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103 (6), 942-1012.

Learning community is not just viewed as an extending classroom instruction beyond the school walls into the community, but in other instances it referred to interactions between students and teachers.

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Activity - Data Dig	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Professional Learning Communities to analyze MEAP, MAP, Pre/Posttest and teacher made assessments to find out where the gaps are to address specific needs and to determine the effectiveness of strategies. Teachers will use this data to create activities that vary in level of complexity and group students based on identified target areas. Teachers will utilize data to create an individual development plan to increase student achievement.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	All teachers, administrators and Instructional staff will participate in this activity.

Strategy4:

Reading Tier 1 - Tier 1 instructional practices will engage the students in whole group, where lessons will be taught using Direct/Explicit Systematic Instructional Gradual Release Model, with embedded differentiation instructions. This will allow the teacher to demonstrate what is to be learned, provides unique opportunities for learning where students are provided with corrective feedback. Students are afforded the opportunity to work independently and with cooperative learning groups with support from instructional staff.

Research Cited: Reading Research: Differentiation Instruction

Research showed the effectiveness of Differentiated instruction when traditional lessons followed by differentiated instruction were measured. Anecdotal reflections of teacher and student engagement showed and increase as well as numerical report card data on achievement.

Gauthier.J, McGregor.L, Merry.C, Seamon, C., Walton, J. Wescott.C. (2009) The Effectiveness of Differentiated Instruction on Student Engagement and Achievement. Oshawa Central Collegiate Institute MISA Report.

Research for MTSS:

MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

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Research Brief: Multi-tier System of Supports (MTSS)

By: Orla Higgins Averill and Claudia Rinaldi, Urban Special Education Leadership Collaborative, (<http://www.urbancollaborative.org>)

Activity - Common Core- The Anchor Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The entire teaching staff will participate in a professional development that is designed to assist with the implementation of the Common Core- Anchor Standards.	Professional Learning	01/21/2014	06/30/2016	\$0 - No Funding Required	The ELA Instructional Specialist

Activity - Common Core Part II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Part II	Professional Learning	09/09/2013	06/30/2016	\$2400 - Title I Schoolwide	ELA Instructional Specialist

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Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA teachers will facilitate Star Reading for all students to diagnose their reading level and to differentiate instruction. The students will participate daily and monthly in the Accelerated Reading Program that will help to increase the amount of time students are reading and are actively engaged in reading narrative and informational text. The process of selection of Accelerated Reader books will balance teacher-assigned and student-selected assignments. Teachers will use this technology based assessment as an ongoing interactive process for students.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	All ELA Teachers

Activity - Common Core Part 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduction to Common Core Part 1	Professional Learning	01/21/2014	06/30/2014	\$2400 - Title I Schoolwide	ELA Instructional Specialist

Activity - Monitoring Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will monitor teacher deliver of instruction during walkthrough and observations. Administration will check lesson plans, progress reports, report cards, and grade distribution in ELA, collect and analyze classroom summative, formative, and diagnostic data for academic gains.	Monitor	09/09/2013	06/30/2016	\$0 - No Funding Required	The Administrative Team

Goal 3:

All students at Fisher Magnet Upper Academy will become proficient in the content area of mathematics.

Measurable Objective 1:

25% of All Students will demonstrate a proficiency across the grade level in Mathematics by 06/30/2016 as measured by MEAP summative assessment data for grades 5-8.

Strategy1:

Tier III - Tier 3 provides intensive academic interventions during pull-out sessions from an interventionists such as the Title 1 Math Teacher. Within this tier, 1-2 students will receive daily intensive, research-based instruction from an interventionists such as the Title 1 ELA teacher for 45-60 minutes based on individualized data from multiple sources. An individualized student plan will be used at tier III that outlines student growth along with continuous progress monitoring results. Students who progress at an 80% rate within tier III will return to tier II for small group targeted instruction.

Research Cited: Small Group Instruction Research:

The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or

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one-on-one formats.

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children Learning Disabilities Research & Practice Volume 16, Issue 4, pages 203–212.

Activity - Small Group Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The (2) Math Title 1 teachers will assist students who were identified by data for tier III intervention. The (2) Math Title 1 teachers will be able to work more closely with specific students who may be weak in several areas to develop activities based on data from the individual development plan.	Academic Support Program	09/09/2013	06/30/2016	\$0 - No Funding Required	2 Title 1 Math Teachers

Activity - Math Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math instructional staff will attend a professional development on small group instruction using differentiated instruction to reach all students at their academic level.	Professional Learning	09/15/2015	06/30/2016	\$0 - No Funding Required	Math Instructional Specialist (central office)

Strategy2:

Tier II - Tier 2 provides strategies for students who have not met tier 1 core instruction with embedded differentiation instruction. These specific students will receive supports from the classroom teacher along with 2-3 days of targeted supports which reflect the students individual development plan goals, from the paraprofessional. Based on results of the progress data, students who have made progress of at least 75-80% of the time will be returned to tier 1 which involves whole group core instruction. Students, who are not progressing, will be placed into tier 3.

Research Cited: Small Group Instruction Research:

The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children Learning Disabilities Research & Practice Volume 16, Issue 4, pages 203–212.

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will participate in a professional development workshop with a representative from Study Island that will explain the use of Study Island by utilizing Best Practices around reading and writing instruction that incorporates collaboration in sharing strategies in the classroom.	Professional Learning	03/31/2014	06/30/2016	\$0 - No Funding Required	Study Island Representative

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Strategy3:

Tier I - Tier 1 instructional practices will engage the students in whole group, where lessons will be taught using Direct/Explicit Systematic Instructional Gradual Release Model, with embedded differentiation instructions. This will allow the teacher to demonstrate what is to be learned, provides unique opportunities for learning where students are provided with corrective feedback. Students are afforded the opportunity to work independently and with cooperative learning groups with support from instructional staff.

Research Cited: Reading Research: Differentiation Instruction

Research showed the effectiveness of Differentiated instruction when traditional lessons followed by differentiated instruction were measured. Anecdotal reflections of teacher and student engagement showed an increase as well as numerical report card data on achievement.

Gauthier.J, McGregor.L, Merry.C, Seamon, C., Walton, J. Wescott.C. (2009) The Effectiveness of Differentiated Instruction on Student Engagement and Achievement. Oshawa Central Collegiate Institute MISA Report.

Guskey, T. (2007) Closing Achievement Gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery". Journal of Advanced Academics, November, v 19 n1 p8-31.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Professional Learning Communities to analyze MEAP, MAP, Pre/Posttest and teacher made assessments to find out where the gaps are to address specific needs and to determine the effectiveness of strategies. Teachers will use this data to create activities that vary in level of complexity and group students based on identified target areas. Teachers will utilize data to create an individual development plan to increase student achievement.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	All math content area teachers

Activity - Monitoring Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will monitor teacher deliver of instruction during walkthrough and observations. Administration will check lesson plans, progress reports, report cards, and grade distribution in math, collect and analyze classroom summative, formative, and diagnostic data for academic gains.	Monitor	09/09/2013	06/30/2016	\$0 - No Funding Required	The Administrative Team

Activity - Using MAPS Data to Design Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Instructional staff will attend a professional development on designing instruction using MAP Data	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Math Instructional Specialist (Central Office)

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Activity - Using MAP Data Part 1 & 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will attend a professional development that addresses how to analyze MAP Data	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	The Math Instructional Specialist (central office)

Narrative:

Professional development will be embedded during weekly staff meetings, throughout the school day and also offered after school. In addition to school-based professional development, Detroit Public Schools also offers departmental/content area professional development opportunities for staff at various locations and times throughout the year.

This year Detroit Public School hosted its first annual Back to School Symposium, where Maya Angelou was the keynote speaker. The symposium spanned over three days and covered a variety of topics to support teaching, learning and accountability.

At Fisher Upper, since professional development is job embedded, teachers do not have to leave the building to improve and/or develop their professional learning. Teachers communicate within their professional learning communities to share strategies and to offer support to each other to effectively engage students and improve instructional practice. Staff members provide professional development to teachers within the building. Our Instructional Specialist provides high quality professional development through support, coaching and modeling to assist teachers with their professional learning, based on the teacher's needs on a one-on-one basis and have the opportunity to receive individualized feedback.

Fisher Magnet Upper professional development is directly aligned to our comprehensive needs assessment and goals of our school improvement plan and supports our "Big Idea" of differentiating instruction. To assist with differentiating the instruction of our students, analyzing data (internal, external and classroom) and professional development in differentiated instruction is included in our PD calendar. Professional development is a part of all weekly staff meetings agendas in the form of direct face to face information and training or through content selected and supported by PD360, which is a district wide professional development online portal with videos and discussions. Topics from professional development are sustained through content area meetings which are held once a week. Teachers analyze students learning during Instructional Learning Cycles and discuss these findings within content area meetings and Professional Learning Communities (ILCs). ILCs dates are developed and shared with all staff members. ILCs give staff the data to analyze student learning and find solutions to problems of practice in day to day instruction. A pre/post-test is given at the beginning and end of each ILC. Strategies which are successful are expanded and shared with staff during staff meetings for improvements to continue and expand school wide. During the district mandated professional developments days we will continue to focus on strategies to differentiate instruction and discuss elements of our professional learning communities.

Teachers who attend PD offsite are expected to utilize instructional strategies learned and also share with staff during staff or content area meetings.

These instructional strategies are used are evidenced within their lesson plans and delivery of content to students.

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

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

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

The district offers extended opportunities to recruit and retain staff in a transformational school by giving new recruits who have a proven track record of excellence in promoting student achievement, additional opportunities to earn additional income via extended day, summer school programs and Extended School Year. This should be an attractive offer, as these selected teachers will earn an additional salary. Administrators may also elect to identify staff members for pre-leadership by serving as their mentor and giving them an opportunity to serve

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in a "guided leadership" role on their prep periods.

Also when PD opportunities are offered off-site that are aligned with the school's Big Ideas, exemplary staff members will be given first choice in attending these PD with the expectation that they will bring back any resources and information attained at the PD, to the school to share with the staff at staff meetings and /or professional development trainings. These efforts are supported and viewed in a leadership capacity.

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) is designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool of qualified teachers. Michigan State University's Urban Immersion Teacher Program Designed as a seven-week immersion experience, fellows work with Detroit Public Schools

Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources. District-university Student Teacher Program. The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of -state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers.

Detroit Public Schools values their teaching staff and believes in increasing opportunities for those instructional staff whom demonstrate interest in

personal growth beyond the classroom. The teachers that exhibit the following: outstanding teaching skills, classroom management, student growth, and an eagerness to improve the operations of the school are often selected to become lead teachers in their grade level or content area. The lead teaching staff is given the responsibilities of attending curriculum meetings to retrieve information and share with their colleagues, via professional development. They will be aggressive by ensuring that their grade levels are meeting classroom expectations and duties. These individuals have the opportunity and are encouraged to apply for positions within the building as they arise. In turn the principal also utilizes these lead teachers to create a school leadership team. The leadership team is comprised of building administrators, lead teachers, instructional specialist, content coaches, and DPS parents. This team will have confidence in the vision and mission of the District, their respective school site, and are willing to ensure that student achievement is the primary priority.

Again, Promotional Opportunity and Career Growth

in our Priority Schools have numerous career path opportunities. In addition to the aforementioned items teachers employed at Priority School sites have the opportunity to gain specialized certification by becoming Reading Recovery teachers, Reading 180 and Systems 44 teachers. These specialized trainings are aligned with meeting student needs at the elementary, middle and high school levels.

The District continues to support student teachers with regards to advancement of becoming a certified teacher. Positions include both Instructional and Administrative responsibilities. Growth and/or career opportunities include Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officers, Assistant Principals, and Principals.

Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities with regard to the advancement of teachers. Growth and/or Career Opportunities with the district includes, Instructional Coaches, Instructional Specialists, Instructional Technologists, Counselor, Supervisor, Teacher Consultant, Academic Engagement Officer, Assistant Principals and Principals. These opportunities are available to all eligible staff

members via the Districts website.

The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the district's aging teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for teachers struggling with medical related factors. Additional retention successes are expected due to the modifications of Teacher Performance requirements thereby ensuring that highly effective Teachers are placed within the District, ultimately positively impacting the environment for staff and students.

Fisher Magnet Upper Academy recruits teachers who have experience and commitment to working with at-risk students. The demographics of the school are as follows:

Currently 91% of the students are economically disadvantaged with an average household income of \$42,000. The current unemployment household rate is 67%. The high school graduation rate in this area is slightly over 72%. The population consists of 99% of African Americans and 1% other ethnicities. There are an equal amount of girls and boys, 51% males and 49% girls. The special education population is about 26%. Fisher has an overall 89% attendance rate. 86% of students attended Fisher on a daily basis. 15% of the mobility rate is due to the population being transient. Many students are homeless and transferred from other neighboring schools. About 99% percent of the students at Fisher receive free and reduced lunch. Fisher administration recognizes that teachers must understand the students they service and seeks to recruit teachers experienced and willing to work with students of these demographics.

Fisher retains staff by offering teachers who have evidence of being effective in the classroom, the first opportunities to work after school, and/or summer school. This can result in an increase in base salary as well as improve student achievement. Effective teachers are also solicited to conduct workshops in their subject areas, which also increases their professional skills and compensation.

We also foster a positive and supportive work environment, which provides professional development opportunities, and offers State Continuing Education Clock Hours (SCECHs). Most classrooms are equipped with 4 student computers and 1 teacher computer. Fisher Upper has eight netbook carts, two iPad carts, document cameras, a neo cart and there are Smart boards in approximately 80% of the classrooms. According to teacher surveys and teacher supply requests, access to technology in the classroom is important. These attributes being a standard at Fisher Upper will encourage teachers to remain at this work location. At Fisher Magnet Upper Academy, teachers have the opportunity to become the grade level chairperson. The grade level chair is the liaison between the School Improvement Team and the members in their grade level instructional team. Each grade level chairperson is responsible for disseminating information, being the lead teacher, facilitating grade level meeting, and creating agendas. The grade level chairperson serves as the voice for their grade level. This leadership role is an opportunity for leadership and career growth. Fisher Magnet Upper Academy staff members can also volunteer to become a part of the School Improvement Team as a career growth opportunity. As members of the team, staff members will research best practices that will improve teaching and learning. They will also identify and discuss instructional strategies for consideration to be implemented into classroom instruction.

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 staff members will work to promote a positive school climate and culture at Fisher Magnet Upper Academy.

Measurable Objective 1:

collaborate to Decrease the total yearly suspensions by 06/30/2016 as measured by a reduction of 5% per year totaling 15%.

Strategy1:

Suspension reduction - Social worker and counselor will work to decrease negative behavior through intervention and proactive activities.

Research Cited: Innovative Discipline (National Education Association, 1994)

Activity - Teacher Training on Climate and Culture	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff on the difference between climate and culture, focusing on how both impact behavior and student achievement.	Professional Learning	11/20/2013	09/30/2015	\$0 - No Funding Required	Principal

Activity - In School/Lunch detention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have in school/lunch detention, monitored by staff to decrease the number of out of school suspensions.	Other	01/20/2014	06/30/2016	\$0 - No Funding Required	Fisher staff and Administration

Activity - Positive Behavior Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have an opportunity to participate in activities to reward positive behavior.	Other	01/20/2014	06/30/2016	\$0 - No Funding Required	Fisher Staff and Administration

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Activity - Code of Conduct Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Code of Conduct meetings will be held by grade level with students and also with select students quarterly.	Other	09/09/2013	06/30/2016	\$167000 - Title I Schoolwide	Counselor, Social Worker

Measurable Objective 2:

collaborate to Increase parental involvement by 5% each year, totaling 15% by 06/30/2016 as measured by Parent Teacher Conferences, Detroit Parent Network, and school wide curriculum activities..

Strategy1:

Increase Parent Involvement - Provide resources, academic and practical workshops to parents

Research Cited: Parent Involvement in Education-Research brief addressing such questions as Is Parent involvement a valuable resource for schools struggling to provide state of the art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DPN will design, coordinate and facilitate workshops across academic content areas to increase parental involvement.	Parent Involvement	09/09/2013	06/30/2016	\$0 - No Funding Required	Detroit Parent Network Representative and PSSCO President

Measurable Objective 3:

collaborate to have students complete an Education Development Plan (EDP) , beginning in grade 7 by 06/30/2016 as measured by a EDP completion increase of 10% from 2013.

Strategy1:

EDP Completion - Students will have an opportunity, through the counselor, to complete/update an EDP online, beginning in grade 7.

Research Cited: Michigan Department of Education (2012)

Activity - EDP completions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will provide students with the opportunity to complete/update EDPs in class on netbooks or in the computer lab.	Other	01/20/2014	06/30/2016	\$0 - No Funding Required	Counselor

Measurable Objective 4:

collaborate to increase daily student attendance rate from 88% to 95% by 06/30/2016 as measured by all teachers tracking daily attendance, and the assigned attendance agent tracking attendance and conducting home visits.

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Strategy1:

Improving Attendance - The attendance agent will work with the teachers and social worker in order to increase the daily attendance rate. The attendance agent will make frequent calls home to keep the parents informed of their students attendance and the importance of coming to school daily to improve student achievement. The Attendance Agent will also make the parents aware of their role as a attendance agent in getting the students to attend school daily. Teachers will also monitor attendance using the Mi STAR program. Attendance will be input hourly each day. Teachers are also to submit to the main office the daily count of attendance for their homeroom class.

Research Cited: Gottfried, Michael A., Evaluating the Relationship Between Student Attendance and Achievement in Urban Elementary and Middle Schools: An Instrumental Variables Approach, American Educational Research Journal, June 2010, Vol. 47, No. 2, pp. 434-465.

This study evaluates the connection between student attendance and positive learning outcomes.

Levy, Douglas E., Jonathan P. Winickoff, Nancy A. Rigotti, School Absenteeism Among

Children Living With Smokers, Pediatrics: Official Journal of the American Academy of Pediatrics, 2 September 2011.

Children of parents who smoke have worse attendance than their peers with healthier parents, according to this study. Researchers looked at data from the 2005 National Health Interview Survey to assess the relationship between adult-reported household tobacco use and child health and school attendance. Children who experienced tobacco exposure had significant academic disadvantages.

Activity - Increasing Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff and parents will participate in a professional development that promotes increasing attendance.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Assigned Attendance Agent, Detroit Parent Network and the principal.

Strategy2:

Attendance Agent - Attendance Agent work to increase the daily student attendance rate. The attendance agent will assist with getting students to attend school daily, on time and ready to learn by making frequent calls home and conducting home visits weekly. The Attendance Agent will monitor attendance using the MI STAR Program daily. The Attendance Agent will contact parents/guardians of students absent 1st period by noon of the day absent. For students absent 2nd through 5th periods but not absent 1st period, the Attendance Agent will call by the end of the same school day. School Messenger system will be used to notify parents automatically regarding attendance problems. This will be utilized to support positive attendance. The Attendance Agent will report to the principal daily and turn in weekly reports indicating completed attendance checks.

Research Cited: Gottfried, Michael A., Evaluating the Relationship Between Student Attendance and Achievement in Urban Elementary and Middle Schools: An Instrumental Variables Approach, American Educational Research Journal, June 2010, Vol. 47, No. 2, pp. 434-465.

This study evaluates the connection between student attendance and positive learning outcomes.

Activity - Attendance Agent	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fisher Magnet Upper Academy's Attendance Agent will monitor and support and improve daily student attendance.	Professional Learning	09/09/2013	06/30/2016	\$35572 - Title I Schoolwide	The principal

Goal 2:

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All students at Fisher Magnet Upper Academy will become proficient readers.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency in reading comprehension for narrative and informational text in English Language Arts by 06/30/2016 as measured by MEAP Data, MAPs, Star Reading, Star Math, School Progress Reports, School Report Cards and Individual Development Plans..

Strategy1:

Reading Tier 2 - Tier 2 provides strategies for students who have not met tier 1 core instruction with embedded differentiation instruction. These specific students will receive supports from the classroom teacher along with 2-3 days of targeted supports which reflect the students individual development plan goals, from the paraprofessional. Based on results of the progress data, students who have made progress of at least 75-80% of the time will be returned to tier 1 which involves whole group core instruction. Students who are not progressing, will be placed into tier 3.

Research Cited: Research for MTSS:

MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

Urban Special Education Leadership Collaborative

Education Development Center, Inc.

43 Foundry Avenue - Waltham, Massachusetts - 02453

Research Brief: Multi-tier System of Supports (MTSS)

By: Orla Higgins Averill and Claudia Rinaldi, Urban Special Education Leadership Collaborative, (<http://www.urbancollaborative.org>)

Reading Research: Small Group Instruction

These articles support the use of small group instruction as an intervention strategy especially for struggling readers. The articles provide evidence of how small group instruction has a positive impact on reading achievement

Webb, N. (1984) Stability of Small Group Interaction and Achievement Over Time. Journal of Educational Psychology, v76 n2 p211-24

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with Title 1 teachers to use student individual development plans to create small groups. The small group instruction will give support and guide all students at their instructional level. It will also allow teachers to observe students reading behavior and provide support while they practice reading strategies. The teacher will also use this for modeling and effective reading strategies.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	Classroom teacher and Title 1 Teacher

Redesign Plan

Fisher Magnet Upper Academy

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will participate in a professional development workshop with a representative from Study Island that will explain the use of Study Island by utilizing Best Practices around reading and writing instruction that incorporates collaboration in sharing strategies in the classroom.	Professional Learning	03/31/2014	06/30/2016	\$4842 - Title I Schoolwide	Study Island Representative

Activity - ELA Title 1 Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fisher Magnet Upper Academy will hire 2 Title 1 ELA Teachers to work with students in small groups yielding support and guidance at the individual students instructional level according to their individual development plan.	Academic Support Program	09/09/2013	06/30/2016	\$174839 - Title I Schoolwide	The Principal

Strategy2:

Reading Tier 3 - During Tier III, specific students will receive intensive academic interventions during pull-out sessions from from the Title 1 ELA Teacher. Within this tier, 1-2 students will receive daily intensive, research-based instruction from an interventionists such as the Title 1 ELA teacher for 45-60 minutes based on individualized data from multiple sources and may also focus on teaching decoding, fluency, phonics, and phonemic awareness skills. An individualized development plan will be used at tier III that outlines student growth along with continuous progress monitoring results.

Research Cited: Reading Research: Small Group Instruction

These articles support the use of small group instruction as an intervention strategy especially for struggling readers. The articles provide evidence of how small group instruction has a positive impact on reading achievement.

Webb, N. (1984) Stability of Small Group Interaction and Achievement Over Time. Journal of Educational Psychology, v76 n2 p211-24

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children Learning Disabilities Research & Practice Volume 16, Issue 4, pages 203–212.

Denton, C., Jack, M. Vaughn, S. (2003) Bringing Research-Based Practice in Reading Intervention to Scale Learning Disabilities Research & Practice Volume 18, Issue 3, August 2003, Pages: 201–211.

Activity - ELA Small Groups in Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA Teachers will participate in a professional development session facilitated by the ELA Instructional Specialist using Best Practices that will provide a hands on experience to create an effective small group learning environment.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	ELA Instructional Specialist

Activity - Differentiating Instruction with Technology in the ELA Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use a variety of technology to support differentiated instruction for all students.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	ELA Instructional Specialist and Title 1 Math Teacher

Redesign Plan

Fisher Magnet Upper Academy

Strategy3:

Reading Tier 1 - Tier 1 instructional practices will engage the students in whole group, where lessons will be taught using Direct/Explicit Systematic Instructional Gradual Release Model, with embedded differentiation instructions. This will allow the teacher to demonstrate what is to be learned, provides unique opportunities for learning where students are provided with corrective feedback. Students are afforded the opportunity to work independently and with cooperative learning groups with support from instructional staff.

Research Cited: Reading Research: Differentiation Instruction

Research showed the effectiveness of Differentiated instruction when traditional lessons followed by differentiated instruction were measured. Anecdotal reflections of teacher and student engagement showed an increase as well as numerical report card data on achievement.

Gauthier.J, McGregor.L, Merry.C, Seamon, C., Walton, J. Wescott.C. (2009) The Effectiveness of Differentiated Instruction on Student Engagement and Achievement. Oshawa Central Collegiate Institute MISA Report.

Research for MTSS:

MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

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Research Brief: Multi-tier System of Supports (MTSS)

By: Orla Higgins Averill and Claudia Rinaldi, Urban Special Education Leadership Collaborative, (<http://www.urbancollaborative.org>)

Activity - Common Core Part 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduction to Common Core Part 1	Professional Learning	01/21/2014	06/30/2014	\$2400 - Title I Schoolwide	ELA Instructional Specialist

Activity - Common Core- The Anchor Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The entire teaching staff will participate in a professional development that is designed to assist with the implementation of the Common Core- Anchor Standards.	Professional Learning	01/21/2014	06/30/2016	\$0 - No Funding Required	The ELA Instructional Specialist

Activity - Common Core Part II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Part II	Professional Learning	09/09/2013	06/30/2016	\$2400 - Title I Schoolwide	ELA Instructional Specialist

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Activity - Monitoring Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will monitor teacher deliver of instruction during walkthrough and observations. Administration will check lesson plans, progress reports, report cards, and grade distribution in ELA, collect and analyze classroom summative, formative, and diagnostic data for academic gains.	Monitor	09/09/2013	06/30/2016	\$0 - No Funding Required	The Administrative Team

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA teachers will facilitate Star Reading for all students to diagnose their reading level and to differentiate instruction. The students will participate daily and monthly in the Accelerated Reading Program that will help to increase the amount of time students are reading and are actively engaged in reading narrative and informational text. The process of selection of Accelerated Reader books will balance teacher-assigned and student-selected assignments. Teachers will use this technology based assessment as an ongoing interactive process for students.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	All ELA Teachers

Strategy4:

Professional Learning Communities - The leadership team and teachers will work collaboratively in an ongoing process to research strategies, collect and analyze data for the students they service. The teachers will work at grade level and subject area to come up with strategies to improve classroom instruction. Teachers will create activities collaboratively that vary in levels of complexity and accommodate different learning styles. Teachers will also discuss researched based strategies for lesson planning.

Research Cited: Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. Teachers College Record, 103 (6), 942-1012.

Learning community is not just viewed as an extending classroom instruction beyond the school walls into the community, but in other instances it referred to interactions between students and teachers.

Activity - Data Dig	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Professional Learning Communities to analyze MEAP, MAP, Pre/Posttest and teacher made assessments to find out where the gaps are to address specific needs and to determine the effectiveness of strategies. Teachers will use this data to create activities that vary in level of complexity and group students based on identified target areas. Teachers will utilize data to create an individual development plan to increase student achievement.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	All teachers, administrators and Instructional staff will participate in this activity.

Goal 3:

All students at Fisher Magnet Upper Academy will become proficient in the content area of mathematics.

Measurable Objective 1:

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Fisher Magnet Upper Academy

25% of All Students will demonstrate a proficiency across the grade level in Mathematics by 06/30/2016 as measured by MEAP summative assessment data for grades 5-8.

Strategy1:

Tier II - Tier 2 provides strategies for students who have not met tier 1 core instruction with embedded differentiation instruction. These specific students will receive supports from the classroom teacher along with 2-3 days of targeted supports which reflect the students individual development plan goals, from the paraprofessional. Based on results of the progress data, students who have made progress of at least 75-80% of the time will be returned to tier 1 which involves whole group core instruction. Students, who are not progressing, will be placed into tier 3.

Research Cited: Small Group Instruction Research:

The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children Learning Disabilities Research & Practice Volume 16, Issue 4, pages 203–212.

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will participate in a professional development workshop with a representative from Study Island that will explain the use of Study Island by utilizing Best Practices around reading and writing instruction that incorporates collaboration in sharing strategies in the classroom.	Professional Learning	03/31/2014	06/30/2016	\$0 - No Funding Required	Study Island Representative

Activity - Math Title 1 Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fisher Magnet Upper Academy will hire 2 Title 1 Math Teachers to work with students in small groups yielding support and guidance at the individual students instructional level according to their individual development plan.	Academic Support Program	09/09/2013	06/30/2016	\$168831 - Title I Schoolwide	The Principal and 2 Math Title 1 Teachers

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with Title 1 Math Teachers to use student individual development plans to create small groups. The small group instruction will give support and guide all students at their instructional level. It will also allow teachers to observe students mathematical skills and provide appropriate support.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	Classroom Teacher and 2 Title 1 Math Teachers

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Strategy2:

Tier III - Tier 3 provides intensive academic interventions during pull-out sessions from an interventionists such as the Title 1 Math Teacher. Within this tier, 1-2 students will receive daily intensive, research-based instruction from an interventionists such as the Title 1 ELA teacher for 45-60 minutes based on individualized data from multiple sources. An individualized student plan will be used at tier III that outlines student growth along with continuous progress monitoring results. Students who progress at an 80% rate within tier III will return to tier II for small group targeted instruction.

Research Cited: Small Group Instruction Research:

The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children Learning Disabilities Research & Practice Volume 16, Issue 4, pages 203–212.

Activity - Small Group Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The (2) Math Title 1 teachers will assist students who were identified by data for tier III intervention. The (2) Math Title 1 teachers will be able to work more closely with specific students who may be weak in several areas to develop activities based on data from the individual development plan.	Academic Support Program	09/09/2013	06/30/2016	\$0 - No Funding Required	2 Title 1 Math Teachers

Activity - Math Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math instructional staff will attend a professional development on small group instruction using differentiated instruction to reach all students at their academic level.	Professional Learning	09/15/2015	06/30/2016	\$0 - No Funding Required	Math Instructional Specialist (central office)

Strategy3:

Tier I - Tier 1 instructional practices will engage the students in whole group, where lessons will be taught using Direct/Explicit Systematic Instructional Gradual Release Model, with embedded differentiation instructions. This will allow the teacher to demonstrate what is to be learned, provides unique opportunities for learning where students are provided with corrective feedback. Students are afforded the opportunity to work independently and with cooperative learning groups with support from instructional staff.

Research Cited: Reading Research: Differentiation Instruction

Research showed the effectiveness of Differentiated instruction when traditional lessons followed by differentiated instruction were measured. Anecdotal reflections of teacher and student engagement showed an increase as well as numerical report card data on achievement.

Gauthier, J., McGregor, L., Merry, C., Seamon, C., Walton, J., Wescott, C. (2009) The Effectiveness of Differentiated Instruction on Student Engagement and Achievement. Oshawa Central Collegiate Institute MISA Report.

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Guskey, T. (2007) Closing Achievement Gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery". Journal of Advanced Academics, November, v 19 n1 p8-31.

Activity - Monitoring Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will monitor teacher deliver of instruction during walkthrough and observations. Administration will check lesson plans, progress reports, report cards, and grade distribution in math, collect and analyze classroom summative, formative, and diagnostic data for academic gains.	Monitor	09/09/2013	06/30/2016	\$0 - No Funding Required	The Administrative Team

Activity - Engaging Students and Classroom Mangement with Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Instructional Staff with attend a workshop to assist with classroom management with the use of technology.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	ELA Instructional Specialist and Math Title 1 Teacher

Activity - Using MAP Data Part 1 & 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will attend a professional development that addresses how to analyze MAP Data	Implementati on	09/09/2013	06/30/2016	\$0 - No Funding Required	The Math Instructional Specialist (central office)

Activity - Professional Learning Communitites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Professional Learning Communities to analyze MEAP, MAP, Pre/Posttest and teacher made assessments to find out where the gaps are to address specific needs and to determine the effectiveness of strategies. Teachers will use this data to create activities that vary in level of complexity and group students based on identified target areas. Teachers will utilize data to create an individual development plan to increase student achievement.	Implementati on	09/09/2013	06/30/2016	\$0 - No Funding Required	All math content area teachers

Activity - STAR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math teachers will facilitate Star Math for all students to diagnose their math level and to differentiate instruction. The students will participate daily and monthly in the Accelerated Math Program that will help to increase the amount of time students are actively engaged in mathematical skill practices.	Implementati on	09/09/2013	06/30/2016	\$0 - No Funding Required	All Math Teachers

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Activity - Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will use data to create and facilitate learning centers for all students. All students will complete activities in the area of mathematics. The teacher will monitor and work independently with students and establish stations for inquiry-based, independent learning activities. Teachers will offer students a choice of projects that reflect a variety of learning styles and interests. Teachers will provide access to a variety of materials which target different learning preferences and reading abilities as well as develop activities that target auditory, visual, and kinesthetic learners.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	The 2 Math Title 1 teachers

Activity - Using MAPS Data to Design Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Instructional staff will attend a professional development on designing instruction using MAP Data	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Math Instructional Specialist (Central Office)

Goal 4:

All staff members will work to increase parental involvement at Fisher Magnet Upper Academy.

Measurable Objective 1:

A 20% increase of All Students will collaborate to increase parent involvement in Practical Living by 06/30/2016 as measured by PSSCO Meetings, Parent-Teacher Conferences, and programs.

Strategy1:

Increase Parental Involvement for ALL students - Fisher will Increase Parental Involvement for ALL students by designing academic and practical workshops for parents.

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administration and the Instructional Staff will create ongoing and sustained communication with parents of ALL students by notes home, classroom websites, and data driven reports.	Communication	09/09/2013	06/30/2016	\$0 - No Funding Required	Administration and Instructional Teaching Staff

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Activity - Conflict Resolution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Detroit Parent Network will provide a workshop for parents that will address how to deal with conflict while offering emotional support to your student.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Detroit Parent Network Representative

Activity - Graduate Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will hire a Graduate Assistant to help increase parental involvement for All students.	Implementation	09/09/2013	06/30/2016	\$6459 - Title I Schoolwide	The Principal

Activity - Professional Learning to Increase Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PSSCO President and Detroit Parent Network (DPN) will design, coordinate, and facilitate professional learning across the academic content areas to increase parental involvement	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	PSSCO President and Detroit Parent Network Representative

Activity - Monitoring Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will monitor how the instructional teaching staff communicate with parents by monitoring classroom websites, notes, and MI STAR parent reports.	Monitor	09/09/2013	06/30/2016	\$0 - No Funding Required	The administration and instructional teaching staff

Activity - School Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will hire a counselor to offer behavior and academic support for ALL students	Implementation	09/09/2013	06/30/2016	\$100368 - Title I Schoolwide	The Principal

Strategy2:

Parental Involvement for Struggling Students - Fisher will Increase Parental Involvement for struggling students by designing academic and practical workshops for parents.

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

Activity - Effective Parent Communication-DPN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Detroit Parent Network (DPN) will provide a workshop that will assist parents in communicating with students and teachers in order to raise student achievement.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Detroit Parent Network Representative

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Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administration and the Instructional Staff will create ongoing and sustained communication with parents of struggling students by notes home, classroom webisted, and data driven reports.	Communication	09/09/2013	06/30/2016	\$0 - No Funding Required	The Administration and Instructional Staff

Activity - Professional Learning-Increase Parental Involvement for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PSSCO President and Detroit Parent Network (DPN) will design, coordinate, and facilitate professional learning across the academic content areas for those parents whose students are performing furthest away from states targets.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	PSSCO President and Detroit Parent Network (DPN)

Goal 5:

All students at Fisher Upper will be given the opportunity to register with Detroit Scholarship Promise to receive funds for college.

Measurable Objective 1:

complete a portfolio or performance and have students register to receive funds for college if they meet the requirements by 06/30/2016 as measured by 50% increase in registrations.

Strategy1:

DCP Registration - Students will register for DCP online or by completing a paper application.

Research Cited: FAFSA website: Students who have funding for college are more likely to attend than those who do not have funding.

Activity - Student DCP Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5-8 will receive information about the importance of college and the financial resources available to them, including Detroit College Promise	Other	09/09/2013	06/30/2016	\$0 - No Funding Required	Counselor, AEA

Narrative:

The Fisher Magnet Upper Academy School which consists of teachers from each grade level and content area, PSSCO president, parents, students and special education teachers, social worker, instructional specialist, assistant principal, and the principal met to discuss/analyze achievement data, school programs, parental involvement strategies, as well as school leadership. Data from assessments such as Staff, Parent and Student Surveys, MEAP, STAR Reading and Mathematics, Accelerated Reading and Mathematics, Measures of Academic Progress (MAP), Detroit Public School's Science and Social Studies Benchmark tests, were used to analyze student achievement and school climate.

Fisher has four strategies in our school wide instructional program to increase student achievement. All of the strategies play an interactive roll in helping students reach the state standards and align with Fisher's two big ideas are: Professional Learning Communities and School Climate and Culture. The four strategies are differentiated instruction, professional learning communities, small group instruction, and use of technology. All of the four strategies align with addressing the underlying causes for low performance. The four strategies will be

implemented across all grades and with both general and special education students.

Two of the strategies in the Fisher instructional program will increase the quality and quantity of instruction. The two strategies are differentiated instruction and small group instruction. Teachers will use differentiated instruction with a focus on to increase student engagement. Teachers will use small group instruction or learning centers across grade and subject areas to support and guide all students at their instructional level. Small group instruction allows teachers to observe students as they work on specific concepts and target instruction. Small group also allows teachers to model effective strategies and provide individual support. Title One teachers support small group instruction by pulling out identified students. Differentiated instruction and small group instruction both increase the quality and quantity of instruction for students. The use of differentiated instruction, tailoring lessons to the individual needs of students, helps to target instruction and close gaps on specific skills and concepts.

Data driven targeted instruction is done effectively with the use of technology and small group instruction. The use of technology strategy provides remedial support, enrichment and an accelerated curriculum for select students. Fisher has a subscription to the web based technology program, Study Island, that is diagnostic and gives instruction based on the individual student's instructional level. This allows students who are at varying levels to receive individualized instruction.

The use of Professional Learning Communities (PLC) is a strategy in the Fisher instructional program. Professional learning communities assist teachers in planning instruction by working as a team to assess teaching and instructional strategies. By working on lessons and analyzing data as a team instruction will be more connected across subject areas and grade levels. Collaboration also assists in assuring all teachers are using best practices. Professional learning communities are facilitated during the school week during a common prep. Content area teachers meet in grades 5th-8th once a week and grade level teachers meet once a month during staff meeting . This assures that planning is being done both horizontally (cross-curricular) and vertically (grade level). This means the staff has a total of five hours a month to meet collaboratively. Teachers will rotate the responsibility of leading their PLC at grade level and content area. The building Instructional Specialist and Academic Engagement Administrator will provide the content for the meetings based on Common Core standards, district curriculum and external and district benchmark data. The content of the PLC meetings will also be influenced by classroom data and teacher perception data. During PLCs teachers will also collaborate to design lesson, plan activities and maintain consistent standards to prepare students to be college and career ready.

Increasing attendance and parental involvement is a strategy to improve the school climate and culture as it relates to achievement. Fisher has an attendance officer on staff part time in the building to assist teachers in supporting students with chronic attendance problems in an effort to increase our attendance from 88% to 95%. The attendance officer does home visits and coordinates with the teacher and proper authorities to assure a student is in school. Detroit Parent Network (DPN) is a community partner to assist with parent communication and parent meetings in making parents feel welcome and providing resource to assist with their child's education. The DPN assigned parent facilitator will be responsible for holding a parent meeting once a month.

Research: Small Group Instruction

These articles support the use of small group instruction as an intervention strategy especially for struggling readers. The articles provide evidence of how small group instruction has a positive impact on reading achievement.

Foorman, B. Torgensen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children Learning Disabilities Research & Practice Volume 16, Issue 4, pages 203-212.

Denton, C., Jack M. Vaughn, S. (2003) Bringing Research-Based Practice in Reading Intervention to Scale Learning Disabilities Research & Practice Volume 18, Issue 3, August 2003, Pages: 201-211.

Research: Professional Learning Communities

These articles document the use of professional learning communities as a method to support teachers and facilitate change in staff culture towards collaboration. The time for collaboration regarding instructional methods had a positive influence on student engagement and achievement.

Bolam, R., McMahon, A., Stoll, L. , Thomas, S., Wallace, M. (2006) Professional Learning Communities: A Review of the Literature. Journal of Educational Change, Vol 7, Issue 4, pp221-258.

Giles, C., Hargreaves, A., (2006) The Sustainability of Innovative Schools as Learning Organizations and Professional Learning Communities During Standardized Reform. The Journal of Leadership for Effective & Equitable Organizations Educational Administration Quarterly, vol. 42, 1:pp. 124-156.

Research: Technology

These research articles support technology integration and its positive impact on student behavior and achievement. The articles support the need for technology to better address student needs especially when there is a high number of students with individualized development plans.

Barrow, L. Markman, L & Rouse C. C (2009) Technology's Edge. The educational benefits of computer-aided instruction.

Fagnano, C. Schacter, J. (1999) Does Computer Technology Improve Student Learning and Achievement? How, When, and Under What Conditions? Milikan Family Foundation, 20, (4).

The Fisher Magnet Upper Academy School Improvement team met monthly on Wednesdays to conduct a comprehensive needs assessment to gauge the needs of the students, parents and staff in order to increase achievement. The team consisted of teachers from each grade level and content area, PSSCO president, parents, students and special education teachers, social worker, assistant principal, and the principal. During the comprehensive needs assessment (CNA) meetings, the school administrator explained information pertaining to school achievement data from multiple sources such as; perception, demographic, as well as process data. The team conducted a data dig regarding the achievement, process, demographic, and perception data in order to uncover what the data was indicating about our school community. Parents were directly and indirectly involved in the CNA through surveys. All parents were invited to attend a School Improvement Meeting, which was held every third Wednesday of the month by way of Robo Calls, personal phone calls and letters sent home. Fisher Magnet Upper Academy along with Detroit Parent Network (DPN) held a parent meeting every third Tuesday of the Month where parents were directly involved by asking questions and giving their input regarding the school improvement plan. The President of the PSSCO attended the parent meetings and was present to meet with parents individually to answer any questions or concerns. Some of the instructional staff attended the school improvement meetings and were on hand to sit with parents (one-on-one if needed) to explain and answer any parent concerns. Materials were provided in a parent-friendly manner with legible colorful charts and graphs. Charts and graphs were also viewed and analyzed as a group on the white board in order to provide all stakeholders with an overhead document to reference for those who had charts and graphs on paper.

(a) used multiple data sources to understand priority school designation, (b) links the instructional program to disaggregated data by subject, grade level, and sub-groups,

The following data was reviewed as it relates to instruction and to the need to implement instructional strategies and activities.

Content Area Achievement Concerns and Gap Statements

ELA Reading

Reading needs based on MEAP data are: Comprehension, Word Study (Vocabulary), Narrative Text, Informational Text, Real-World Applications, teaching decoding, fluency, phonics, and phonemic awareness skills.

READING GAP STATEMENTS FOR ALL STUDENTS

24% of all students scored at or above proficiency on MEAP assessment, leaving a 18% gap between our school and the district.

24% of all students scored at or above proficiency on MEAP assessment, leaving a 13% gap between our school and the state.

READING GAP STATEMENTS BY GRADE LEVEL

19% of 5th grade students scored at or above proficiency on MEAP assessment, leaving a 41% gap between 5th grade students and the states target.

27% of 6th grade students scored at or above proficiency on MEAP assessment, leaving a 40% gap between 6th grade students and the states target.

16% of 7th grade students scored at or above proficiency on MEAP assessment, leaving a 46% gap between 7th grade students and the states target.

31% of 8th grade students scored at or above proficiency on MEAP assessment, leaving a 35% gap between 8th grade students and the states target.

Mathematics

Math needs based on MEAP data are: Addition, Subtraction, Multiplication and Division Fluency; Place Values, Decimals, Fractions, and Problem Solving Working with Geometric Shapes, Expressions Equations; Functions and Linear Equations, Connections to Real-World Problem Solving Applications in grades 5-8.

MATHEMATICS GAP STATEMENT FOR ALL STUDENTS

1% of all students scored at or above proficiency on MEAP assessment, leaving a 14% gap between our school and the district. 1% of all students scored at or above proficiency on MEAP assessment, leaving a 36% gap between our school and the state.

MATHEMATICS GAP STATEMENTS BY GRADE LEVEL

3% of 5th grade students scored at or above proficiency on MEAP assessment, leaving a 42% gap between 5th grade students and the states target.

1% of 6th grade students scored at or above proficiency on MEAP assessment, leaving a 39% gap between 6th grade students and the states target.

2% of 7th grade students scored at or above proficiency on MEAP assessment, leaving a 38% gap between 7th grade students and the states target. 1.4% of 8th grade students scored at or above proficiency on MEAP assessment, leaving a 34% gap between 8th grade students and the states target.

MATHEMATICS GAP STATEMENTS BY SUBGROUP

There is no significant difference among the subgroups, therefore we are going to focus on the target in mathematics

Perception Data from Staff, Students and Parents

The following are areas of need as indicated by surveyed staff, students and parents.

TEACHERS- Student Achievement, Parental Involvement, Student Behavior, Professional Development, Effectively Implementing Research-Based Strategies across the grade levels and content areas.

PARENTS-Communication and Extra- Curricular Activities

STUDENTS-Student Achievement, School Safety, Individualized Student Support, Social/Emotional Support, Lack of Parental Involvement, After School Tutoring, Extra- Curricular Activities

c) Identifies and prioritizes underlying causes of low student performance, and describe a three-year sequence for improving instruction in all content areas related to priority school designation.

In reviewing multiple sources of data from Fisher Upper, achievement data and perception data, there are key elements that can be prioritized as underlying causes for low student performance. Based on achievement data only 31% of our students scored proficient in ELA on the MEAP. Our benchmark assessment Measure of Academic Progress (MAP) scores at each grade level indicate the average student score is at an instructional level at least two grade levels behind. According to district data, STAR Reading, the mean instructional reading level for 521 students tested in Fall of 2013 is a 3.4. This means the majority of our students are reading 2 to 4 grades below grade level. 414 students are scoring below the 25th percentile on the STAR Reading assessment. The mean instructional level for a 5th grade student entering Fisher Upper is a 2.5. With those 5th grade students remaining constant at Fisher for grades 5-8, Fisher must close a 2.5 grade reading deficit to bring those students to grade level reading.

In Math only 1% of students scored proficient in MATH on the MEAP. The benchmark scores at each grade level, MAP Scores, indicate the average student score is at an instructional level at least two grade levels behind. According to district data, STAR Math, the mean grade level equivalent for 521 students tested in Fall of 2013 is a 3.8. This indicates the majority of our student math proficiency is 2 to 4 grades below grade level. 381 students scored below the 25th percentile in Math on the STAR Math assessment. The mean grade equivalent level for 5th grade students entering Fisher Upper is a 3.3. With those 5th grade students remaining constant at Fisher, Fisher must close a 1.7 grade level equivalent math deficit to perform at grade level.

Attendance records determine that Fisher students are below the district requirements and the state requirements for attendance. Fisher Upper has an attendance rate of 88% with a 2% gap from the district goal and a 7% gap from the state of Michigan goal. According to Fisher survey data and teacher perception data, attendance is a factor that affects student achievement.

According to teacher perception data and surveys parent involvement is low. This perception is validated by examining parent teacher conference sign in sheets and PSSCO (parent meeting) attendance sheets. Based on sign in sheets from the 2012-2013 school year approximately 30% of parents attended a Fisher Parent Teacher Conference or a Fisher Parent Meeting.

Disruptive behavior negatively impacts the classroom and student achievement. According to data from the district MiStar system there were 231 penalties resulting in a suspension from September to November 2013. In the 2012-2013 school year there were 376 penalties resulting in suspensions for the entire year. When students are not in school students can not learn, however, if the classroom or climate is disruptive

learning can not occur. This data supports school climate and culture as one of our big ideas and primary focus for year one to improve instruction.

Fisher school climate, attendance and parent involvement as the primary underlying causes of low student performance. The effect of Fisher students reading and math being two grade levels behind is low achievement within all of the core subjects. Science and Social Studies achievement are affected by reading levels as both subjects are content area reading. Student literacy skills directly affect the ability to learn the content. Attendances to school and after school programs are critical for students to receive instruction, support and intervention. Attendance is one of the foundational factors to affect achievement. Research supports that parental involvement directly affects student achievement. Henderson, A. T. (1987). *The Evidence Continues to Grow: Parent Involvement Improves Student Achievement*. An Annotated Bibliography. National Committee for Citizens in Education Special Report.

Suspension rates, attendance, and low parental involvement are the identified goals and underlying causes to our low achievement performance. These goals are directly related to priority needs as indicated and determined by the assessment tools and indicators used in our comprehensive needs assessment. Suspension rate, attendance and parent involvement will fall under Fisher's big idea of changing and improving school climate and culture as it relates to achievement and college and career readiness.

Year One

In the first year of the implementation plan the focus will be the reshaping of the school climate and culture (suspension, attendance, college and career readiness and parental involvement). Teachers will receive professional development on how to work with at-risk students and parents as well as conflict resolution. This professional development will be provided by the district, Fisher's social worker, counselor and attendance agent. These individuals will provide training, support and promote initiatives to reduce suspensions, increase attendance and parental involvement. The partnership with Detroit Parent Network will continue to support attendance and parental involvement initiatives. School-wide behavior requirements will be implemented as well as a positive reward system to reduce suspensions.

Year Two

In the second year of the implementation plan Professional Learning Communities (PLC) will be the primary focus and School Climate and Culture will continue to be addressed and supported. Teachers will receive professional development on PLC provided by the District instructional specialist, outside vendors and the Fisher leadership team. Specific strategies will be addressed: differentiated instruction, small group instruction and technology. Fisher's social worker, counselor and attendance agent will continue to provide support and promote initiatives to decrease suspensions, increase attendance and parental involvement. Informal and formal assessments of the attendance a parent programs will occur via parent and student surveys and attendance records. Assessments from the reading and math program will be assessed via external assessment (MEAP or Smarter Balance) as well as Measure of Academic Progress (MAP) and district benchmarks. The same assessments will be used to assess the progress of the PLC as well as informal assessments such as classroom data and instructional cycles. Suspension data, parent sign-in sheets, Education Development Plan (EDP) completion, Detroit College Promise registration and attendance data will be used to assess school climate and culture.

Year Three

In the third year of the implementation plan we will build upon the Professional Learning Communities and continue to address and support School Climate and Culture. Professional development and support for staff will continue via workshops, Wayne Resa, and School Improvement Grant supports. Assessments of these programs will be via external assessments of MEAP or Smarter Balance, MAP and District Benchmark testing, attendance records, parent sign in sheets, suspension data and teacher surveys.

Redesign Plan

Fisher Magnet Upper Academy

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 staff members will work to promote a positive school climate and culture at Fisher Magnet Upper Academy.

Measurable Objective 1:

collaborate to have students complete an Education Development Plan (EDP) , beginning in grade 7 by 06/30/2016 as measured by a EDP completion increase of 10% from 2013.

Strategy1:

EDP Completion - Students will have an opportunity, through the counselor, to complete/update an EDP online, beginning in grade 7.

Research Cited: Michigan Department of Education (2012)

Activity - EDP completions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will provide students with the opportunity to complete/update EDPs in class on netbooks or in the computer lab.	Other	01/20/2014	06/30/2016	\$0 - No Funding Required	Counselor

Measurable Objective 2:

collaborate to Decrease the total yearly suspensions by 06/30/2016 as measured by a reduction of 5% per year totaling 15%.

Strategy1:

Suspension reduction - Social worker and counselor will work to decrease negative behavior through intervention and proactive activities.

Research Cited: Innovative Discipline (National Education Association, 1994)

Redesign Plan

Fisher Magnet Upper Academy

Activity - Teacher Training on Climate and Culture	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff on the difference between climate and culture, focusing on how both impact behavior and student achievement.	Professional Learning	11/20/2013	09/30/2015	\$0 - No Funding Required	Principal

Activity - Code of Conduct Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Code of Conduct meetings will be held by grade level with students and also with select students quarterly.	Other	09/09/2013	06/30/2016	\$167000 - Title I Schoolwide	Counselor, Social Worker

Activity - Positive Behavior Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have an opportunity to participate in activities to reward positive behavior.	Other	01/20/2014	06/30/2016	\$0 - No Funding Required	Fisher Staff and Administration

Activity - In School/Lunch detention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have in school/lunch detention, monitored by staff to decrease the number of out of school suspensions.	Other	01/20/2014	06/30/2016	\$0 - No Funding Required	Fisher staff and Administration

Measurable Objective 3:

collaborate to increase parental involvement by 5% each year, totaling 15% by 06/30/2016 as measured by Parent Teacher Conferences, Detroit Parent Network, and school wide curriculum activities..

Strategy1:

Increase Parent Involvement - Provide resources, academic and practical workshops to parents

Research Cited: Parent Involvement in Education-Research brief addressing such questions as Is Parent involvement a valuable resource for schools struggling to provide state of the art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wikelund (Northwest Regional Education Lab, 2001).

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DPN will design, coordinate and facilitate workshops across academic content areas to increase parental involvement.	Parent Involvement	09/09/2013	06/30/2016	\$0 - No Funding Required	Detroit Parent Network Representative and PSSCO President

Measurable Objective 4:

collaborate to increase daily student attendance rate from 88% to 95% by 06/30/2016 as measured by all teachers tracking daily attendance, and the assigned attendance agent tracking attendance and conducting home visits.

Strategy1:

SY 2013-2014

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Redesign Plan

Fisher Magnet Upper Academy

Attendance Agent - Attendance Agent work to increase the daily student attendance rate. The attendance agent will assist with getting students to attend school daily, on time and ready to learn by making frequent calls home and conducting home visits weekly. The Attendance Agent will monitor attendance using the MI STAR Program daily. The Attendance Agent will contact parents/guardians of students absent 1st period by noon of the day absent. For students absent 2nd through 5th periods but not absent 1st period, the Attendance Agent will call by the end of the same school day. School Messenger system will be used to notify parents automatically regarding attendance problems. This will be utilized to support positive attendance. The Attendance Agent will report to the principal daily and turn in weekly reports indicating completed attendance checks.

Research Cited: Gottfried, Michael A., Evaluating the Relationship Between Student Attendance and Achievement in Urban Elementary and Middle Schools: An Instrumental Variables Approach, American Educational Research Journal, June 2010, Vol. 47, No. 2, pp. 434-465.

This study evaluates the connection between student attendance and positive learning outcomes.

Activity - Attendance Agent	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fisher Magnet Upper Academy's Attendance Agent will monitor and support and improve daily student attendance.	Professional Learning	09/09/2013	06/30/2016	\$35572 - Title I Schoolwide	The principal

Strategy2:

Improving Attendance - The attendance agent will work with the teachers and social worker in order to increase the daily attendance rate. The attendance agent will make frequent calls home to keep the parents informed of their students attendance and the importance of coming to school daily to improve student achievement. The Attendance Agent will also make the parents aware of their role as a attendance agent in getting the students to attend school daily. Teachers will also monitor attendance using the Mi STAR program. Attendance will be input hourly each day. Teachers are also to submit to the main office the daily count of attendance for their homeroom class.

Research Cited: Gottfried, Michael A., Evaluating the Relationship Between Student Attendance and Achievement in Urban Elementary and Middle Schools: An Instrumental Variables Approach, American Educational Research Journal, June 2010, Vol. 47, No. 2, pp. 434-465.

This study evaluates the connection between student attendance and positive learning outcomes.

Levy, Douglas E., Jonathan P. Winickoff, Nancy A. Rigotti, School Absenteeism Among

Children Living With Smokers, Pediatrics: Official Journal of the American Academy of Pediatrics, 2 September 2011.

Children of parents who smoke have worse attendance than their peers with healthier parents, according to this study. Researchers looked at data from the 2005 National Health Interview Survey to assess the relationship between adult-reported household tobacco use and child health and school attendance. Children who experienced tobacco exposure had significant academic disadvantages.

Activity - Increasing Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff and parents will participate in a professional development that promotes increasing attendance.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Assigned Attendance Agent, Detroit Parent Network and the principal.

Goal 2:

All students at Fisher Magnet Upper Academy will become proficient readers.

Redesign Plan

Fisher Magnet Upper Academy

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency in reading comprehension for narrative and informational text in English Language Arts by 06/30/2016 as measured by MEAP Data, MAPs, Star Reading, Star Math, School Progress Reports, School Report Cards and Individual Development Plans..

Strategy1:

Reading Tier 2 - Tier 2 provides strategies for students who have not met tier 1 core instruction with embedded differentiation instruction. These specific students will receive supports from the classroom teacher along with 2-3 days of targeted supports which reflect the students individual development plan goals, from the paraprofessional. Based on results of the progress data, students who have made progress of at least 75-80% of the time will be returned to tier 1 which involves whole group core instruction. Students who are not progressing, will be placed into tier 3.

Research Cited: Research for MTSS:

MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

Urban Special Education Leadership Collaborative

Education Development Center, Inc.

43 Foundry Avenue - Waltham, Massachusetts - 02453

Research Brief: Multi-tier System of Supports (MTSS)

By: Orla Higgins Averill and Claudia Rinaldi, Urban Special Education Leadership Collaborative, (<http://www.urbancollaborative.org>)

Reading Research: Small Group Instruction

These articles support the use of small group instruction as an intervention strategy especially for struggling readers. The articles provide evidence of how small group instruction has a positive impact on reading achievement

Webb, N. (1984) Stability of Small Group Interaction and Achievement Over Time. Journal of Educational Psychology, v76 n2 p211-24

Activity - ELA Title 1 Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fisher Magnet Upper Academy will hire 2 Title 1 ELA Teachers to work with students in small groups yielding support and guidance at the individual students instructional level according to their individual development plan.	Academic Support Program	09/09/2013	06/30/2016	\$174839 - Title I Schoolwide	The Principal

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with Title 1 teachers to use student individual development plans to create small groups. The small group instruction will give support and guide all students at their instructional level. It will also allow teachers to observe students reading behavior and provide support while they practice reading strategies. The teacher will also use this for modeling and effective reading strategies.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	Classroom teacher and Title 1 Teacher

Redesign Plan

Fisher Magnet Upper Academy

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will participate in a professional development workshop with a representative from Study Island that will explain the use of Study Island by utilizing Best Practices around reading and writing instruction that incorporates collaboration in sharing strategies in the classroom.	Professional Learning	03/31/2014	06/30/2016	\$4842 - Title I Schoolwide	Study Island Representative

Strategy2:

Professional Learning Communities - The leadership team and teachers will work collaboratively in an ongoing process to research strategies, collect and analyze data for the students they service. The teachers will work at grade level and subject area to come up with strategies to improve classroom instruction. Teachers will create activities collaboratively that vary in levels of complexity and accommodate different learning styles. Teachers will also discuss researched based strategies for lesson planning.

Research Cited: Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103 (6), 942-1012.

Learning community is not just viewed as an extending classroom instruction beyond the school walls into the community, but in other instances it referred to interactions between students and teachers.

Activity - Data Dig	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Professional Learning Communities to analyze MEAP, MAP, Pre/Posttest and teacher made assessments to find out where the gaps are to address specific needs and to determine the effectiveness of strategies. Teachers will use this data to create activities that vary in level of complexity and group students based on identified target areas. Teachers will utilize data to create an individual development plan to increase student achievement.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	All teachers, administrators and instructional staff will participate in this activity.

Strategy3:

Reading Tier 3 - During Tier III, specific students will receive intensive academic interventions during pull-out sessions from from the Title 1 ELA Teacher. Within this tier, 1-2 students will receive daily intensive, research-based instruction from an interventionists such as the Title 1 ELA teacher for 45-60 minutes based on individualized data from multiple sources and may also focus on teaching decoding, fluency, phonics, and phonemic awareness skills. An individualized development plan will be used at tier III that outlines student growth along with continuous progress monitoring results.

Research Cited: Reading Research: Small Group Instruction

These articles support the use of small group instruction as an intervention strategy especially for struggling readers. The articles provide evidence of how small group instruction has a positive impact on reading achievement.

Webb, N. (1984) Stability of Small Group Interaction and Achievement Over Time. *Journal of Educational Psychology*, v76 n2 p211-24

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children *Learning Disabilities Research & Practice* Volume 16, Issue 4, pages 203–212.

Redesign Plan

Fisher Magnet Upper Academy

Denton, C., Jack, M. Vaughn, S. (2003) Bringing Research-Based Practice in Reading Intervention to Scale Learning Disabilities Research & Practice Volume 18, Issue 3, August 2003, Pages: 201–211.

Activity - Differentiating Instruction with Technology in the ELA Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use a variety of technology to support differentiated instruction for all students.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	ELA Instructional Specialist and Title 1 Math Teacher

Activity - ELA Small Groups in Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA Teachers will participate in a professional development session facilitated by the ELA Instructional Specialist using Best Practices that will provide a hands on experience to create an effective small group learning environment.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	ELA Instructional Specialist

Strategy4:

Reading Tier 1 - Tier 1 instructional practices will engage the students in whole group, where lessons will be taught using Direct/Explicit Systematic Instructional Gradual Release Model, with embedded differentiation instructions. This will allow the teacher to demonstrate what is to be learned, provides unique opportunities for learning where students are provided with corrective feedback. Students are afforded the opportunity to work independently and with cooperative learning groups with support from instructional staff.

Research Cited: Reading Research: Differentiation Instruction

Research showed the effectiveness of Differentiated instruction when traditional lessons followed by differentiated instruction were measured. Anecdotal reflections of teacher and student engagement showed an increase as well as numerical report card data on achievement.

Gauthier.J, McGregor.L, Merry.C, Seamon, C., Walton, J. Wescott.C. (2009) The Effectiveness of Differentiated Instruction on Student Engagement and Achievement. Oshawa Central Collegiate Institute MISA Report.

Research for MTSS:

MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

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By: Orla Higgins Averill and Claudia Rinaldi, Urban Special Education Leadership Collaborative, (<http://www.urbancollaborative.org>)

Redesign Plan

Fisher Magnet Upper Academy

Activity - Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will use data to create and facilitate learning centers for All students. All students will complete activities in the area of reading and writing with the assistance of the teacher and paraprofessional. The teacher will monitor and work independently with students and establish stations for inquiry-based, independent learning activities. Teachers will offer students a choice of projects that reflect a variety of learning styles and interests. Teachers will provide access to a variety of materials which target different learning preferences and reading abilities as well as develop activities that target auditory, visual, and kinesthetic learners.	Implementation	09/09/2013	06/30/2016	\$25543 - Title I Schoolwide	The ELA Instructional staff are responsible for the implementation of learning centers.

Activity - Common Core Part 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduction to Common Core Part 1	Professional Learning	01/21/2014	06/30/2014	\$2400 - Title I Schoolwide	ELA Instructional Specialist

Activity - Monitoring Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will monitor teacher deliver of instruction during walkthrough and observations. Administration will check lesson plans, progress reports, report cards, and grade distribution in ELA, collect and analyze classroom summative, formative, and diagnostic data for academic gains.	Monitor	09/09/2013	06/30/2016	\$0 - No Funding Required	The Administrative Team

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA teachers will facilitate Star Reading for all students to diagnose their reading level and to differentiate instruction. The students will participate daily and monthly in the Accelerated Reading Program that will help to increase the amount of time students are reading and are actively engaged in reading narrative and informational text. The process of selection of Accelerated Reader books will balance teacher-assigned and student-selected assignments. Teachers will use this technology based assessment as an ongoing interactive process for students.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	All ELA Teachers

Activity - Common Core- The Anchor Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The entire teaching staff will participate in a professional development that is designed to assist with the implementation of the Common Core- Anchor Standards.	Professional Learning	01/21/2014	06/30/2016	\$0 - No Funding Required	The ELA Instructional Specialist

Redesign Plan

Fisher Magnet Upper Academy

Activity - Common Core Part II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Part II	Professional Learning	09/09/2013	06/30/2016	\$2400 - Title I Schoolwide	ELA Instructional Specialist

Goal 3:

All students at Fisher Magnet Upper Academy will become proficient in the content area of mathematics.

Measurable Objective 1:

25% of All Students will demonstrate a proficiency across the grade level in Mathematics by 06/30/2016 as measured by MEAP summative assessment data for grades 5-8.

Strategy1:

Tier II - Tier 2 provides strategies for students who have not met tier 1 core instruction with embedded differentiation instruction. These specific students will receive supports from the classroom teacher along with 2-3 days of targeted supports which reflect the students individual development plan goals, from the paraprofessional. Based on results of the progress data, students who have made progress of at least 75-80% of the time will be returned to tier 1 which involves whole group core instruction. Students, who are not progressing, will be placed into tier 3.

Research Cited: Small Group Instruction Research:

The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children Learning Disabilities Research & Practice Volume 16, Issue 4, pages 203–212.

Activity - Math Title 1 Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fisher Magnet Upper Academy will hire 2 Title 1 Math Teachers to work with students in small groups yielding support and guidance at the individual students instructional level according to their individual development plan.	Academic Support Program	09/09/2013	06/30/2016	\$168831 - Title I Schoolwide	The Principal and 2 Math Title 1 Teachers

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with Title 1 Math Teachers to use student individual development plans to create small groups. The small group instruction will give support and guide all students at their instructional level. It will also allow teachers to observe students mathematical skills and provide appropriate support.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	Classroom Teacher and 2 Title 1 Math Teachers

Redesign Plan

Fisher Magnet Upper Academy

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will participate in a professional development workshop with a representative from Study Island that will explain the use of Study Island by utilizing Best Practices around reading and writing instruction that incorporates collaboration in sharing strategies in the classroom.	Professional Learning	03/31/2014	06/30/2016	\$0 - No Funding Required	Study Island Representative

Strategy2:

Tier I - Tier 1 instructional practices will engage the students in whole group, where lessons will be taught using Direct/Explicit Systematic Instructional Gradual Release Model, with embedded differentiation instructions. This will allow the teacher to demonstrate what is to be learned, provides unique opportunities for learning where students are provided with corrective feedback. Students are afforded the opportunity to work independently and with cooperative learning groups with support from instructional staff.

Research Cited: Reading Research: Differentiation Instruction

Research showed the effectiveness of Differentiated instruction when traditional lessons followed by differentiated instruction were measured. Anecdotal reflections of teacher and student engagement showed and increase as well as numerical report card data on achievement.

Gauthier.J, McGregor.L, Merry.C, Seamon, C., Walton, J. Wescott.C. (2009) The Effectiveness of Differentiated Instruction on Student Engagement and Achievement. Oshawa Central Collegiate Institute MISA Report.

Guskey, T. (2007)Closing Achievement Gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery". Journal of Advanced Academics, November, v 19 n1 p8-31.

Activity - Using MAPS Data to Design Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Instructional staff will attend a professional development on designing instruction using MAP Data	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Math Instructional Specialist (Central Office)

Activity - Engaging Students and Classroom Management with Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Instructional Staff will attend a workshop to assist with classroom management with the use of technology.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	ELA Instructional Specialist and Math Title 1 Teacher

Redesign Plan

Fisher Magnet Upper Academy

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Professional Learning Communities to analyze MEAP, MAP, Pre/Posttest and teacher made assessments to find out where the gaps are to address specific needs and to determine the effectiveness of strategies. Teachers will use this data to create activities that vary in level of complexity and group students based on identified target areas. Teachers will utilize data to create an individual development plan to increase student achievement.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	All math content area teachers

Activity - STAR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math teachers will facilitate Star Math for all students to diagnose their math level and to differentiate instruction. The students will participate daily and monthly in the Accelerated Math Program that will help to increase the amount of time students are actively engaged in mathematical skill practices.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	All Math Teachers

Activity - Using MAP Data Part 1 & 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will attend a professional development that addresses how to analyze MAP Data	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	The Math Instructional Specialist (central office)

Activity - Learning Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will use data to create and facilitate learning centers for all students. All students will complete activities in the area of mathematics. The teacher will monitor and work independently with students and establish stations for inquiry-based, independent learning activities. Teachers will offer students a choice of projects that reflect a variety of learning styles and interests. Teachers will provide access to a variety of materials which target different learning preferences and reading abilities as well as develop activities that target auditory, visual, and kinesthetic learners.	Implementation	09/09/2013	06/30/2016	\$0 - No Funding Required	The 2 Math Title 1 teachers

Activity - Monitoring Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Team will monitor teacher deliver of instruction during walkthrough and observations. Administration will check lesson plans, progress reports, report cards, and grade distribution in math, collect and analyze classroom summative, formative, and diagnostic data for academic gains.	Monitor	09/09/2013	06/30/2016	\$0 - No Funding Required	The Administrative Team

Strategy3:

Tier III - Tier 3 provides intensive academic interventions during pull-out sessions from an interventionists such as the Title 1 Math Teacher.

Redesign Plan

Fisher Magnet Upper Academy

Within this tier, 1-2 students will receive daily intensive, research-based instruction from an interventionists such as the Title 1 ELA teacher for 45-60 minutes based on individualized data from multiple sources. An individualized student plan will be used at tier III that outlines student growth along with continuous progress monitoring results. Students who progress at an 80% rate within tier III will return to tier II for small group targeted instruction.

Research Cited: Small Group Instruction Research:

The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Foorman, B., Torgesen, J. (2001) Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children Learning Disabilities Research & Practice Volume 16, Issue 4, pages 203–212.

Activity - Math Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math instructional staff will attend a professional development on small group instruction using differentiated instruction to reach all students at their academic level.	Professional Learning	09/15/2015	06/30/2016	\$0 - No Funding Required	Math Instructional Specialist (central office)

Activity - Small Group Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The (2) Math Title 1 teachers will assist students who were identified by data for tier III intervention. The (2) Math Title 1 teachers will be able to work more closely with specific students who may be weak in several areas to develop activities based on data from the individual development plan.	Academic Support Program	09/09/2013	06/30/2016	\$0 - No Funding Required	2 Title 1 Math Teachers

Goal 4:

All staff members will work to increase parental involvement at Fisher Magnet Upper Academy.

Measurable Objective 1:

A 20% increase of All Students will collaborate to increase parent involvement in Practical Living by 06/30/2016 as measured by PSSCO Meetings, Parent-Teacher Conferences, and programs.

Strategy 1:

Parental Involvement for Struggling Students - Fisher will Increase Parental Involvement for struggling students by designing academic and practical workshops for parents.

Research Cited: Parent Involvement in Education - Research brief addressing such questions as Is parent involvement a valuable resource for schools struggling to provide state-of-the-art instruction with diminishing funds? Does it instill pride and interest in schooling? K. Cotton & K. R. Wiklund (Northwest Regional Education Lab, 2001).

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Fisher Magnet Upper Academy

Activity - Effective Parent Communication-DPN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Detroit Parent Network (DPN) will provide a workshop that will assist parents in communicating with students and teachers in order to raise student achievement.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	Detroit Parent Network Representative

Activity - Professional Learning-Increase Parental Involvement for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PSSCO President and Detroit Parent Network (DPN) will design, coordinate, and facilitate professional learning across the academic content areas for those parents whose students are performing furthest away from states targets.	Professional Learning	09/09/2013	06/30/2016	\$0 - No Funding Required	PSSCO President and Detroit Parent Network (DPN)

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administration and the Instructional Staff will create ongoing and sustained communication with parents of struggling students by notes home, classroom webisted, and data driven reports.	Communication	09/09/2013	06/30/2016	\$0 - No Funding Required	The Administration and Instructional Staff

Narrative:

Fisher upper staff members are learning and refining the process of working with individual student data in instruction. The use of data is promoted through the requirement of student data analysis during content and grade level meetings. Teachers use district STAR reading and math diagnostic assessments and Science and Social Studies pre and post-tests which are given quarterly to group students for small group instruction and differentiated instruction. The Measure of Academic Progress (MAP) assessment is also given quarterly. Teachers are aware their students' MAP scores and display the scores graphically on classroom data walls. These data walls help the teachers monitor student placement and growth as well as help students take ownership of their learning. Quarterly benchmark assessments of STAR Reading and Math, District pre and post-tests, and MAP benchmark assessments provide feedback about increases in achievement. These quarterly assessments also provide information to progress monitor which students will be recommended for the resource coordinating team, Title I pull out, assignment of paraprofessionals, and after-school assignment.

As part of regular instruction teachers will adhere to monthly instructional cycles, which are inspired by collaborative discussions at the weekly content area meetings and monthly grade level meetings. The review and analysis of student data at content area meetings will prompt the concept and content for the instructional learning cycle. The team or teacher will set a goal for improvement and implement the strategy within an instructional cycle. The data from the instructional cycles will be indicated in the teachers' grade books and kept in the teachers' data binders. Data from the instructional cycles will help teachers make decisions about how to better group students and differentiate instruction. The instructional cycles also give feedback about quality of instruction and if instructional gaps are closing. A review and analysis of classroom data during content and grade level meetings will give teachers information to adjust classroom instruction to meet student needs. The Fisher Upper Instructional Specialist, district Instructional Specialist and Intervention Specialist will actively support instructional staff in data drive dialogues to support analysis of school and individual student data. Instructional cycles will be monitored by Administration by reviewing data binders and walk-throughs.

Students will also have ownership of their data and learning. Student data walls will be present in every classroom. Teachers will have

Redesign Plan

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conferences with students and parents to discuss their work and the students perception of how they are performing. Student data reports will be sent home quarterly. Grade book and academic information will be shared monthly with parents on the parent portal via MiStar. Parent feedback surveys, teacher surveys, report cards and Parent meeting and Parent conference sign in sheets will be used as data to measure the impact of parent participation on student achievement.

In relation to school climate and culture attendance, suspension and parent participation data will be examined by the staff and administrative team quarterly. Strategies to address each area will be presented by the Fisher Attendance Agent, Social Worker and Counselor. The data will be used to monitor increases and decreases as well as identify individual students for intervention through individualized plans. Data for attendance and suspensions will come from the district MiStar attendance tool. Data for parental involvement will come from parent-teacher conference logs, parent sign-in sheets from school events, Detroit Parent Network meetings and PSSCO meetings. Data will be examined during Professional Learning Communities, Staff meetings and Fisher leadership team meetings quarterly. D

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.

Increased Time for Core Subjects: RAND Corporation, McCombs and colleagues (2011) noted that summer slide is more devastating for low-income students. To address this disparity during the 2013-2014 calendar year Priority Schools will participate in a four-week Extended School Year program. The extended school year program will provide an additional twenty (20) days of instructional time. The proposed adopted model will include core-subject integrated project-based learning and enrichment activities. This model was chosen as a basis for addressing the needs of all learners with an emphasis on the bottom thirty percent. These students will not only be addressed during the regular school year, but will also be provided with strategic support during the Extended School Year.

Time for Enrichment: Enrichment activities are built into daily lessons through our newly adopted Guided Reading Program, workshop time and through the use of core programs in Imagine It Reading and Envision Math. Enrichment continuity of core academic concepts and activities will be scheduled during the additional 20 day Extended School Year Period as well. The activities will be utilized to cultivate and enhance pupil collaboration, socialization skills, increase engagement, build self-esteem and efficacy.

Time for Professional Learning:

The District values professional growth and improvement of its teachers. With this information being of high value and outlined in the District's Academic Plan there was collaboration with the Detroit Federation of Teachers in negotiated new contractual language allowing for increased professional learning time. The traditional one (1) hour Wednesday meeting was extended by an additional hour. During this school collaboration period teachers in collaboration with administrators will work in ILTs, PLCs, pairs, groups, teams or even alone as appropriate to attend site-based professional development, prepare lessons plans and to do other implementation, development and coordination work needed to realize the school's local improvement plan. Darling-Hammond (2006) stated that teacher preparation/knowledge of teaching and learning, subject matter knowledge are leading factors in teacher effectiveness and directly impacts student achievement. It is with this knowledge that the District continues to promote job-embedded professional development, collaboration and professional growth.

Additionally, In an effort to reduce systemic barriers of increased professional learning the District will assign two site-based substitute teachers to each priority school. These substitutes will be utilized to provide a continuum of student instruction during Job-embedded

professional development (Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences, and have shared dialog about their insights, MDE, 2012) for instructional staff. The aforementioned professional development in which substitutes will be used includes ILT Meetings, PLC Meetings, and other defined District initiatives.

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

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

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

Increased Time for Instruction

The district requires an increase of instructional time in all of the content areas and specifics for Reading and Math. Fifty minutes of instructional time is required for Social Studies and Science courses. Ninety-minute blocks are required for Math and Reading courses. Fisher Upper has changed its schedule to 55 minutes of instruction for Social Studies and Science and 110 minutes for Math and Reading. The first 55-minute period is for the grade level curriculum the second hour is for hands on and remediation based on student STAR and MAP scores. This allocation is above the increased required instructional time. The district has also increased the length of the year by four additional weeks adding 120 hours to our 2013-14-school calendar. Afterschool programs are also offered for two to three hours beyond the regular school day available to all students. The Science Technology Engineering Arts and Mathematics program (STEAM) will be held for 2 hours after school two days a week for 30 weeks.

The additional instructional time supports Fisher's small group instructional strategy for the core subjects, especially in the areas of Math and Reading. The additional time allows teachers more time to work with students in small groups increasing individualized instruction and time on task. More time also supports differentiation of instruction for those students with the greatest need and co-teaching between general education and special education teachers. The 5h hour is an hour and 20 minutes, the additional 20 minutes is used for Drop Everything and Read and Accountable Independent Reading. The teacher has the option of having every student choose a book and require them to read independently for 20 minutes or doing guided reading or a read aloud. The extended school year will provide additional time to provide targeted instruction based on final benchmark and MEAP data. During the additional four weeks students will be fully engaged in extended learning projects and enrichment activities that support their specific needs. The data from Spring STAR, Spring MAP, District Post Tests and MEAP will be evaluated to adjust future lessons and bridge instruction for students going to the next grade level in the Fall. Individual Learning Plans, SIS Grade- book, Data Director, Study Island created assessments, and STAR Reading/Math tests will be used to document the needs and progress of each student. This data will also be used to group students for instruction during this extended learning time and plan for Fall class organization.

Student Enrichment Activities

Fisher Upper hosts several student enrichment activities after school to provide a well rounded experience for its students. The 21st Century Program meets for three hours afterschool providing a meal, tutoring and enrichment activities such as computers and dance. The Fisher

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Upper 10 Week Tutorial program is lead by Fisher staff for two hours after school, assisting students in the areas of Reading and Math. To build good citizens and improve the school climate the We Hear, We Care Mentoring Program is hosted at Fisher by the Detroit Police Department. The program is held afterschool for 2 hours and the 2013-14 school year will begin the program's second year at Fisher. Students can also participate in the Chess Club, Academic Games and Boys' and Girls' Basketball.

Fisher is in the second year of implementing professional learning teams. Fisher has both content and grade level teams for grades 5th-8th. The content area teams meet once a week for one hour during their common prep hour. The grade level team meets for two hours once a month during a staff meeting. Content teams present research based strategies and instructional models to improve student achievement at staff meeting for one hour twice a month. The Academic Engagement Administrator, Instructional Specialist or an outside consultant provides professional development for two hours once a month during staff meetings. Fisher also offers on site professional development facilitated by teacher consultants and outside vendors after school and on Saturdays for all instructional staff. The district requires 8 hours/month in professional development. As part of the 8 hours, the district requires professional learning communities to meet twice (2) a month for at least 60 minutes. The Fisher professional learning team schedule exceeds the district requirement for professional learning time with four meetings a month of professional learning communities and four hours used for professional development. The afterschool on-site professional development hosted by Fisher also provides additional professional development hours beyond the district requirement. The four-week extension of the school year also provides additional time for professional learning. The increased time for teachers to collaborate professionally will increase student learning by changing classroom pedagogy through deepening the staff's understanding of learning principals. According to a review of research, professional learning communities have a positive impact on teaching and student achievement. (Vescio, Ross, & Alyson, 2007)

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.

.This school year 2013-14 will be Fisher Upper's first year participating in Communities in Schools, where the school will be open and available to student and the community for extended hours. Educational and enrichment programming will be available for parents and students providing even more opportunities to extend student learning.

Fisher is continuing its three-year relationship with Detroit Parent Network (DPN) and an assigned building DPN Parent Facilitator. Fisher will continue to hold Parent Literacy and Science activities during and afterschool to increase student and parent literacy and participation. The Parent Staff Student Community Organization (PSSCO) will hold monthly meetings to engage families in reform efforts. The PSSCO in collaboration with the Detroit Parent Network facilitator will provide academic and social-emotional support and strategies for families. Workshops will be provided quarterly to correlate with report cards to assist parents with monitoring their child's progress and working with educators.

Fisher continues its relationship with community partners Wendy's and Gardner White Furniture. Both community partners are aware of Fisher's School Improvement Plan Goals to increase academic achievement in the core subject areas and attendance. Wendy's supports Fisher's goals by providing incentives for the Student of the Month and specific student academic subject area goals set by Fisher instructional staff. Gardner White has supported our family engagement by providing items to raffle for our Title I meeting and Parent nights. Gardner White has also been asked to support us with our Reading achievement goal by assisting to furnish our Reading Room for students and the community.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

DPS has provided all Priority Schools with staffing flexibility. The selection committee, which includes the principal and designated staff, had the opportunity to conduct interviews with existing Detroit Public School staff and external candidates.

The school's leadership team has the autonomy to create a school calendar in conjunction with the District's calendar. This allows key stakeholders (students, parents, sponsors, and site-base staff) to set dates for school based events that align with their "Big Ideas," mission and overarching vision.

There is also site-based autonomy with planning and scheduling of student courses and classes. A site-based committee creates a master schedule to outline courses and classes assignments for every student in their building. There is autonomy to facilitate the use of time within that specific frame.

Principals have autonomy to use allocated title 1 and 10% of set aside funds for resources and school expenditures (in accordance with the 2013-2014 Set Aside Requirements for Title I Priority Schools) as needed to increase student achievement.

Staff selection for the 2013-14 school year occurred in May-July of 2013. Administration made the selection based on the needs of the students body, which was supported by data. The leadership team makes decisions about the school calendar and professional development based on the requirements of the students and staff concerns. An analysis is made through triangulating data from external, internal and classroom assessments to determine the selection of training and implementation of strategies. The Title I budget is shared with all stakeholders during the annual Title I meeting.

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

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

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

The District has created an Office of School Turnaround which includes the following staff:

(2) Assistant Superintendents for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as Wayne RESA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

DPS (Office of School Turnaround), Wayne RESA, MSU support personnel and coaches attend an on-going structured monthly meeting. This meeting takes place on the last Wednesday of each month. The purpose of the meeting is to create a forum to discuss priority school early wins, challenges, brainstorming and need-to-know information.

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

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

MDE (State Reform Office) is utilized to monitor the implementation of the reform/redesign plan and support reform efforts on the state level.

Already, during the 2013-14 school year, there have been numerous workshops and professional development opportunities to support transformation efforts and implementation.



Overview

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

The Purpose of Evaluations:

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

Why We Need an Updated Teacher Evaluation System

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

AND MOST OF ALL THAT EVERYONE IS LEARNING!

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

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

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



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

IT IS HEREBY ORDERED:

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

NEW POLICY

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

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

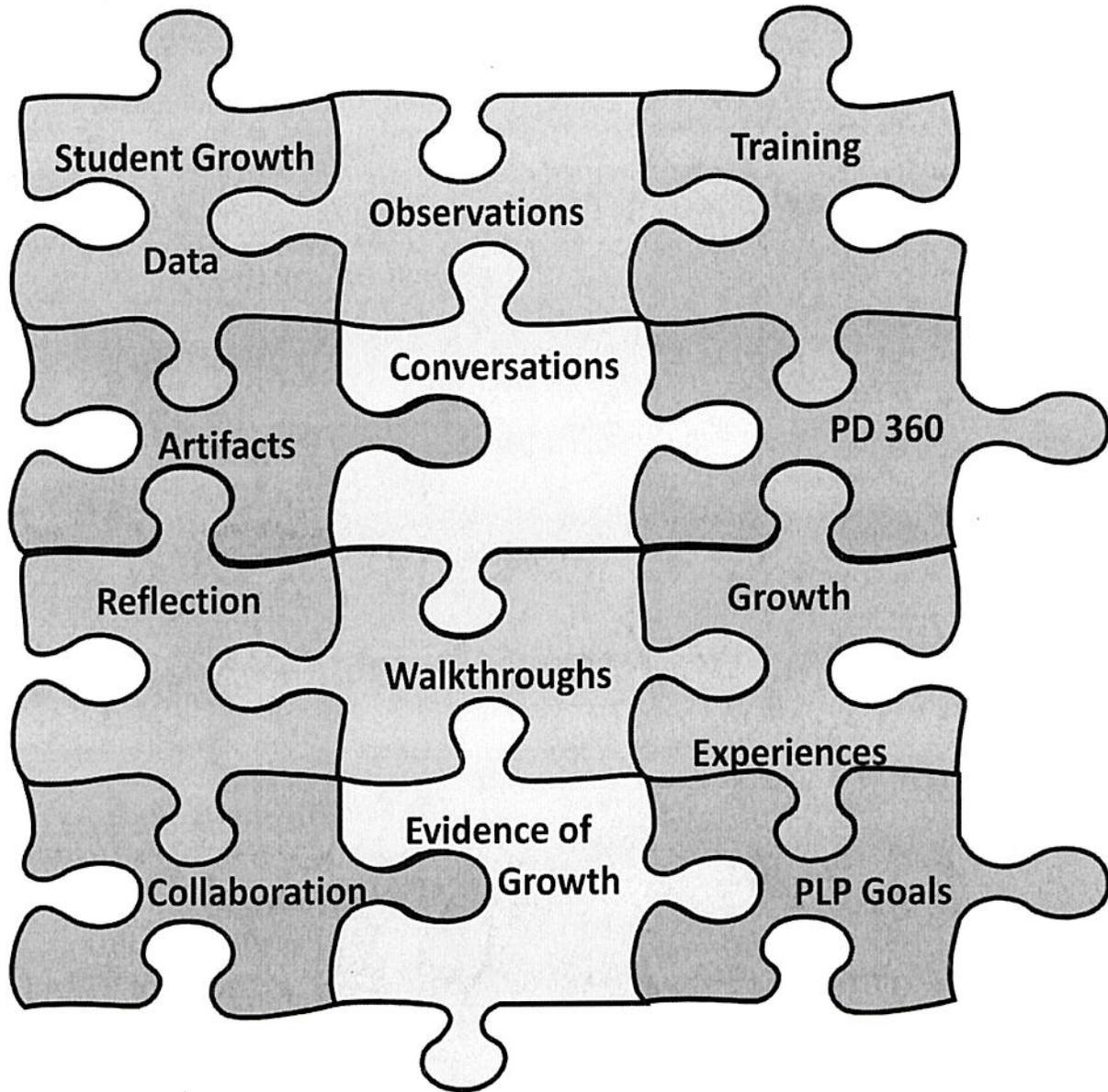
380.1249 Performance Evaluation System.

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

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



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

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

II. Student Growth as Predominant Factor

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

III. Classroom Management

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

IV. Relevant Special Training

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

V. Educator Responsibilities

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

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

**ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND
CONTRIBUTIONS**



Performance Level Ratings

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

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

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

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

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



Student Growth Information

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

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

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

LIST OF DATA SOURCES

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



Observer Guidelines

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

September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

Support and assist teachers

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

April-May

Conduct end-of-year observation

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

Conduct teacher conference

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

Complete Annual Rating Form

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

June – June

Year-Round Activities

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



Request for Assistance and Support

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

NAME OF EMPLOYEE: _____ SCHOOL: _____

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

AREA(S) OF CONCERN:

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

SUPPORT PROVIDED:

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

SUPPORT REQUESTED:

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

Principal's Signature

Request Date

School Phone No.



Detroit Educator Evaluation Process

Published
2012

Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP
- Final Rating Report to State

August

July

On-going Professional Growth and Development

PD360 and OBSERVATION360

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

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

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

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

FORMS

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

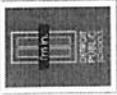
[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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

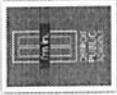


CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

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

CORE ELEMENT III. CLASSROOM MANAGEMENT

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



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

Detroit Educator Evaluation Process | Published 2012

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

DPS Core Elements 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities	Element(s) to be addressed:
--	-----------------------------

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



Calculation and Reporting

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

Computing Annual Rating for Teacher Performance

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

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

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

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

Rating Scale

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

Effectiveness Label:

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

Attendance & Discipline

Number of Absences _____

Number of Tardies _____

Disciplinary Incidents _____
(Attach documentation)

Written Reprimands _____
(Attach documentation)

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

Evaluator Signature

Teacher Signature



RETENTION RATING SCORING

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

The following four categories will have the following ratings:

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

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

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

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

ATTENDANCE (for the past fiscal year¹)		PERFORMANCE EVALUATION (The performance evaluation rating is 0 to 3)	
0 to 3 days	15%	2.8 to 3	60%
4 to 6 days	12%	2.0 to 2.7	50%
7 to 9 days	10%	1.0 to 1.9	40%
10 to 12 days	5%	0.0 to 0.9	30%
13 days and up	0%		

¹ Excluding Approved Medical/FMLA Leave.

Leader Evaluation Report



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

Roy S. Roberts
Emergency Financial Manager

Shirley Mobley-Woods
Chief of Staff

Wilma Taylor-Costen
Assistant Superintendent

Clara Flowers
Assistant Superintendent

Rebeca Luna
Assistant Superintendent

Bilal Tawwab
Assistant Superintendent

Alvin Wood
Assistant Superintendent

LETTER OF ASSURANCE

February 6, 2013

Michigan Department of Education
608 Allegan
Lansing, Michigan 48909

To the Michigan Department of Education:

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

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

Sincerely,

Karen Ridgeway
Superintendent of Academics

pc: Shirley Mobley-Woods
Assistant Superintendents
Nekeya Irby

Detroit Public Schools Performance Evaluation Report

Section I: Employee Information

Employee Identification Number: _____ Date: _____

Employee Name: _____

Employee Job Title: _____

Evaluator/supervisor's Name: _____

School/Office/Department: _____

Review Period: _____ to _____

Evaluation Type: _____ Annual _____ Other (specify) _____

Five Most Essential Job Performance Objectives

1.
2.
3.
4.
5.

Detroit Public Schools Performance Evaluation Report

Section II: Competencies Evaluator/supervisor Comments

Employee: _____ ID #: _____ Date: _____

Part A (General Competencies) COMMENTS

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

Part B (Job Specific Competencies) COMMENTS

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

Form 2.2

Detroit Public Schools Performance Evaluation Report

Employee: _____ ID #: _____ Date: _____

Evaluator/supervisor : _____

School/Office: _____

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

Form 2.3

Performance Evaluation Report – Continued

Employee: _____ ID #: _____ Date: _____

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



____ Referral to Staff Development
initial

Comments: _____

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

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

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

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

Detroit Public Schools
Performance Evaluation Report

Section II: Competencies
Employee Comments

Employee: _____ ID #: _____ Date: _____

Part A (General Competencies) COMMENTS

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

Part B (Job Specific Competencies) COMMENTS

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



Division of Curriculum and Instruction
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Assistant Superintendent

Wilma Taylor-Costen
Assistant Superintendent

Rebecca Luna
Assistant Superintendent

Bilal Tawwab
Assistant Superintendent

Alvin Wood
Assistant Superintendent

LETTER OF ASSURANCE

November 20, 2013

Michigan Department of Education
608 Allegan
Lansing, MI 48909

To The Michigan Department of Education:

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

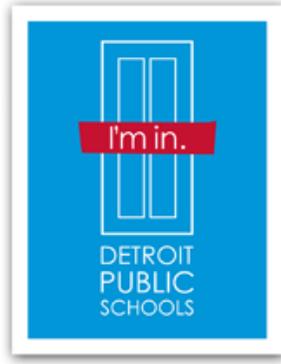
Detroit Public Schools hereby further assures that Michigan Department of Education that the administrative evaluation tool is aligned to the domains mandated by MDE was developed by our internal team.

Sincerely,

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

Karen Ridgeway
Superintendent of Academics

Pc: Shirley Mobley-Woods
Assistant Superintendents
Nekeya Irby



Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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Overview

This process provides teachers and administrators with a professional growth model that allows teachers to reflect, assess, discuss, and refine their teaching practice. This is a collaborative model that is based on the

The Purpose of Evaluations:

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

MCL 380.1249(1)(d)

Why We Need an Updated Teacher Evaluation System

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

AND MOST OF ALL THAT EVERYONE IS LEARNING!

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

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

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



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

IT IS HEREBY ORDERED:

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

NEW POLICY

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

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

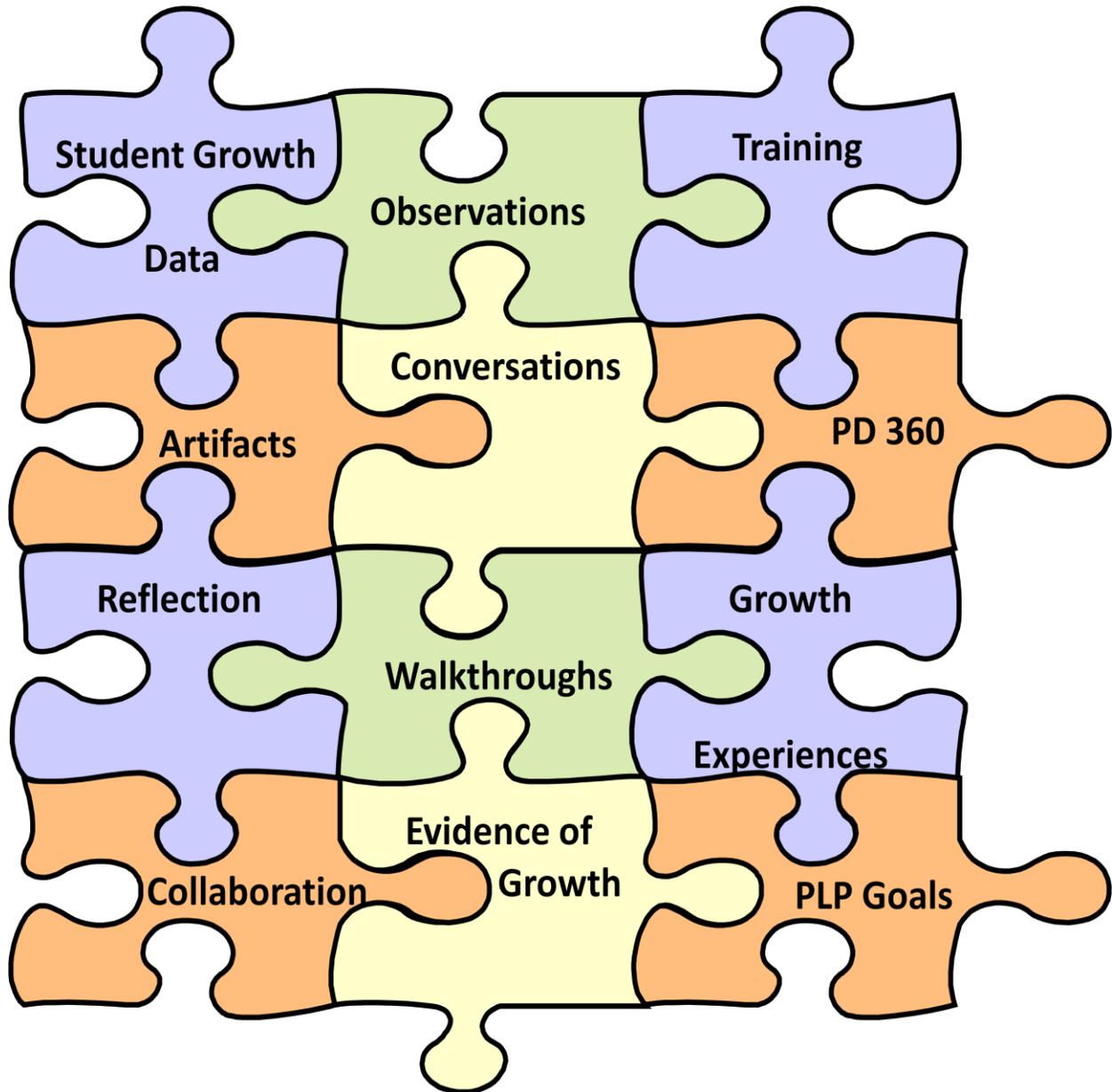
380.1249 Performance Evaluation System.

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

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



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

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

II. Student Growth as Predominant Factor

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

III. Classroom Management

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

IV. Relevant Special Training

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

V. Educator Responsibilities

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

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND CONTRIBUTIONS



Performance Level Ratings

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

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

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

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

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



Student Growth Information

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

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

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

LIST OF DATA SOURCES

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



Observer Guidelines

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

September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

Support and assist teachers

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

April-May

Conduct end-of-year observation

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

Conduct teacher conference

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

Complete Annual Rating Form

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

June – June

Year-Round Activities

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



Request for Assistance and Support

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

NAME OF EMPLOYEE: _____ SCHOOL: _____

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

AREA(S) OF CONCERN:

Table with 2 columns and 3 rows of checkboxes for areas of concern: Delivery of Instruction, Lesson Planning, Classroom Management/Discipline, Knowledge of Subject, Record Keeping, Other.

SUPPORT PROVIDED:

Table with 2 columns and 3 rows of checkboxes for support provided: Informal Observations, Classroom Assistance, Individual Conferences/Meetings, Professional Learning Plan, Professional Development Opportunities, Specify any other support provided.

SUPPORT REQUESTED:

Table with 2 columns and 2 rows of checkboxes for support requested: Professional Development Specialist, Professional Development, Content Area Instructional Specialist, Other.

Principal's Signature

Request Date

School Phone No.



Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

PD360 and OBSERVATION360

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

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

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

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

FORMS

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

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

CORE ELEMENT III. CLASSROOM MANAGEMENT

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



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



Calculation and Reporting

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

Computing Annual Rating for Teacher Performance

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

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

Table with 4 columns: Element Summary Rating Score, multiplier (x), weight, and score. Rows include Element 1-5 and a TOTAL ABOVE row.

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

Rating Scale

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

Effectiveness Label:

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

Attendance & Discipline

Number of Absences _____ Number of Tardies _____
Disciplinary Incidents _____ Written Reprimands _____
(Attach documentation) (Attach documentation)

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

Four horizontal lines for listing contributions and accomplishments.

Evaluator Signature _____ Teacher Signature _____



RETENTION RATING SCORING

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

The following four categories will have the following ratings:

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

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

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

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

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

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

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

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

¹ Excluding Approved Medical/FMLA Leave.