



# **Reform Redesign Report**

**Neinas Elementary School**

**Detroit City School District**

Ms. Alberta Lyons  
6021 MCMILLAN ST  
DETROIT, MI 48209-1630

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## **Introduction**

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

# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

Neinas Elementary School is a Pre-K to 5th grade building with approximately 405 students. There are two teachers per grade level with the exception of Kindergarten and 1st grade, which have three teachers. One of these teachers is member of the Teach for America Corps. There are five Special Education Teachers (one having been a student teacher the previous year), a Music Teacher and one Title-One Teacher. There is also part-time support staff consisting of a Speech Pathologist, Psychologist, and a School Social Worker. There are also five full-time School Service Assistants (SSAs) and two full-time Special Education Aides.

85% of the teachers have a minimum of 10 years in experience and the turn over rate was 50% for the 2012-13 school year. Neinas has three National Board certified teachers and two additional teachers that are working on this certification. 100% of our teachers and SSAs are highly qualified. 95% of our students are Hispanic and 97% are economically disadvantaged. 20% of our students qualify for special education programs and services. Neinas has 4 categorical classrooms in the areas of Learning Disability and Cognitive Impairment. There is also a full-time Resource Program and a part-time Speech-Language program.

Neinas is located in a southwest Detroit neighborhood which is characterized by high levels of immigrant, migrant, under-employment, unemployment, crime, and substance abuse, a high drop out rate, generational poverty and dysfunctional families. The neighborhood contains multigenerational homes that are often overcrowded and of sub-standard living conditions. Children come from low income homes, single parent families, foster families, or are being raised by grandparents.

Changes in the past three years consist of a much higher percentage of English Language Learners entering at the pre-school and Kindergarten levels. The special education student population has almost doubled. The overall student population continues to rise almost 10% yearly.

Challenges faced by Neinas Elementary consist of English Language Learner (ELL) support due to lack of bilingual teachers, lack of ELPA Screeners and materials, lack of bilingual school support from the District, lack of ELL student materials, and lack of ELL funding support.

Additional challenges are that some parents are more focused on making financial ends meet that school is not a priority. There is a percentage of migratory families/students who are gone for three months a school year. There is a need for a parent resource room which will be a location to hold parent classes on English as a Second Language, GED classes, and other partnerships to come to support parents.

## **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.**

### **Mission Statement**

We at Neinas Elementary promote an inclusive learning community dedicated to academic excellence. We strive to provide our students a safe, positive learning environment.

### **Vision Statement**

The Staff and community at Neinas Elementary will commit to increasing student achievement by addressing the needs of the whole child. We will address the academic, emotional and social needs of our students, committing ourselves to developing leaders of the 21 century. We are innovative and dynamic. We endeavor to be technologically literate, and to provide a state-of-the-art learning community. We aim for all our students to achieve literacy in English Language Arts, Mathematics, the Sciences, and the Arts.

### **Beliefs Statement**

We believe that all members of our school community can learn, and will be life-long learners. We celebrate our diversity, and encourage involvement and support by all stakeholders. We use collaboration and teamwork to bring out the personal best of all.

Special Education students are included in general education classes as determined by their Individualized Education Plans (IEPs) and individual student needs. Neinas embodies the MiBLSi framework which includes Positive Behavior Intervention Support (PBIS). Student behaviors are tracked with the School-wide Intervention System (SWIS) program.

There is a State of Michigan Social Worker in the building as a part of the "Pathways to Potential" neighborhood initiative who provides services and resources to the local community. Tiered interventions for behavior and instruction, as well as healthy fruits and vegetables programs assist with addressing the needs of the whole child.

Partnerships with universities to work with students on Science lessons, reading tutors, and student teachers exist. Other partnerships with Bridgepointe reading tutors, Greening of Detroit for the outdoor science classroom, and Southeast Michigan Stewardship Coalition (SEMI) exist.

## **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.**

### Math

2011-2012 MEAP Scores: Grade 3- 18.00% Proficient, 82.00% Not Proficient; Grade 4- 08.11% Proficient, 91.89% Not Proficient; Grade 5- 10.87% Proficient, 89.13% Not Proficient

2011-2012 Quarterly 1 vs. Quarterly 2 by grade

Benchmark 1: Total % Score- Grade 2= 60.38, Grade 3= 48.41, Grade 4= 33.87, Grade 5= 39.08; Benchmark 2: Total % Score- Grade 1= 69.22, Grade 2= 62.36, Grade 3= 41.65, Grade 4= 34.8, Grade 5= 32.41

An analysis of Math MEAP Proficiency scores shows that for 2011-2012 school year the Hispanic subgroup in grades 3 and 4 & the ELL subgroup in grade 4 exceeded the AYP targets. The subgroups (ALL, EDD, and ELL) in grade 3 and the ALL and Hispanic subgroups in grade 4 were within 3% of meeting the AYP target. For Grade 5, there was an increase in the achievement gap with the ALL, Hispanic, EDD, and ELL subgroups having gaps of between 11% and 15% when compared to the AYP Target. The subgroup of focus should be the SWD subgroups which has a 33% gap in grade 3, 33% gap in grade 4, and a 51% gap in grade 5.

An analysis of the Math MEAP GLCE performance shows that students struggled with Measurement and Number Fluency in all three grade levels. The top three Targeted/Measurable GLCEs of focus (with the gap between the school and state performance noted in parentheses):

#### Grade 3:

M.TE.02.11 Solve measurement problems (34.5%), M.UN.02.07 Record, add, and subtract money (35.7%), N.FL.02.06 Add and subtract whole numbers (35.5%)

#### Grade 4:

M.PS.03.10 Problem solving (27.5%), N.FL.03.06 Fluency with operations and estimation (36.8%), N.FL.03.11 Fluency with operations and estimation (25.8%)

#### Grade 5:

Fluency with operations and estimation, N.FL.04.10 (36.8%), N.FL.04.11 (30.8%), N.FL.04.12 (26.6%)

School-Wide Math Assessments used were Accelerated Math, Star Math, Unit Tests, Teacher Created Tests, and Student Portfolios. District Math Assessments used were Quarterly Tests (Q1, Q2, Q3, and Q4). State Math Assessments used were MEAP and English Language Proficiency Assessment (ELPA).

### Reading

2011-2012 MEAP Scores: Grade 3- 12.24% Proficient, 87.76% Not Proficient Grade 4- 13.51% Proficient, 86.49% Not Proficient, Grade 5- 23.91% Proficient, 76.09% Not Proficient

2011-2012 Quarterly 1 vs. Quarterly 2 by grade

Benchmark 1: Total % Score- Grade 2= 50.99, Grade 3= 37.1, Grade 4= 39.49, Grade 5= 46.92; Benchmark 2: Total % Score- Grade 2= 49.75, Grade 3= 41.64, Grade 4= 48.61, Grade 5= 42.76

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2011-2012 DIBELS End of Year Data:

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Gr K- 70%=Benchmark, 12%=Strategic, 18%=Intensive, Gr 1- 31%=Benchmark, 45%=Strategic, 24%=Intensive, Gr 2- 31%=Benchmark, 20%-Strategic, 49%=Intensive, Gr 3- 38%=Benchmark, 17%=Strategic, 45%=Intensive, Gr 4- 30%=Benchmark, 28%=Strategic, 42%=Strategic, Gr 5- 31%=Benchmark, 21%=Strategic, 48%=Intensive

An analysis of the Reading MEAP Proficiency scores for 2011-2012 school year shows that ALL Hispanic, EDD, and English Language Learners (ELL) subgroups have a proficiency gap between 26% and 28% for grade 3 and 30-36% in grade 4, and between 11% and 12 % in grade 5. The Students with Disabilities (SWD) subgroup has a gap of 63% in grade 3, 77% in grade 4, and 71% in grade 5 when compared with the AYP target.

An analysis of Reading MEAP GLCE performance shows that students struggled with Narrative Text and Comprehension in all three grade levels. The top three Targeted/Measurable GLCEs of focus, with the gap between the school and state performance in parenthesis):

Grade 3:

R.CM.02.02 Comprehension (20%), R.CM.02.03 Comprehension (17%), R.NT.02.03 Narrative Text (22%)

Grade 4:

R.CM.03.02 Comprehension (21%), R.CM.03.03 Comprehension (22%), R.NT.03.03 Narrative Text (24%)

Grade 5:

R.CM.04.02 Comprehension (13%), R.CM.04.03 Comprehension 20%), R.NT.04.03 Narrative Text (13%)

Students need improvement in phonological awareness, phonics, vocabulary, comprehension, fluency, site word recognition, and genre recognition and differentiated instruction for the content to be comprehensible.

Teachers need to further develop their ability to teach ELA as well as incorporate individualized instruction for those students who are not scoring proficient on standardized tests.

School-Wide Reading Assessments: DIBELS, Accelerated Reading, Star Reading, Unit Tests, Teacher Created Tests, and Student Portfolios. District Reading Assessments used were Quarterly Tests. State Reading Assessments used were MEAP and ELPA.

### Writing

2011-2012 MEAP Scores: Grade 4- 10.81% Proficient, 89.19% Not Proficient

An analysis of the Writing MEAP GLCE performance shows that students need targeted assistance in their areas of weakness, based on specific test data.

School-Wide Writing Assessments used were Teacher Created Tests, and Student Journals and Portfolios. District Writing Assessments used were Quarterly Tests. State Writing Assessments used were MEAP and ELPA.

### Science

2011-2012 MEAP Scores: Grade 5- 100% Not Proficient

An analysis of fifth grade science indicates that due to the new cut scores our students failed to demonstrate proficiency in this area. School-Wide Science Assessments used were Unit Tests, Teacher Created Tests, and Student Portfolios. State Science Assessment used was MEAP

According to the MEAP data collected from 2008-2012, Priority Areas have been identified in ELA and Mathematics. In ELA, students must improve in their higher order thinking skills and overall reading comprehension. This includes comparing and contrasting within and across various texts, genres and content areas, as well as comprehending narrative text elements. In mathematics, students must improve in the areas of number fluency and measurement. Neinas will also improve student attendance to 95% and for targeted students improve attendance 25% through the use of a multi-faceted program where poor attendance and improved attendance is the aim and is celebrated four times a year. We will decrease office visits by 60% and increase pro-social behavior (as evidenced by citizenship).



## **Additional Information**

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

Neinas was chosen as a participant in the State of Michigan's "Pathways to Potential" which is a comprehensive neighborhood revitalization initiative centered on making schools the hub of the community. Housing rehabilitation, blight removal, cleanup and beautification, placement of social workers in schools, demolition of dangerous buildings, lighting, recreation and maintaining safe routes to schools are among the components of work to be undertaken by five state agencies, the City of Detroit, the Wayne County Treasurer's Office, volunteer and nonprofit groups, neighborhood associations, corporate and private partners, and Detroit Public Schools. A key component of the collaborative effort will be the opening of Family Resource Centers and deployment of social workers into schools by the State of Michigan Department of Human Services under its Pathways to Potential program. The Family Resource Center will become a central hub of the neighborhood through its extensive partnerships with organizations that have committed to supporting the needs of the community. Neinas received a Blue Cross and Blue Shield Healthy child grant that focuses on nutrition and exercise. Daily students receive fresh fruits and/or vegetables. Forgotten Harvest donates semi-trucks full of food two times per week to the families of Neinas. Neinas is in the third year of the MiBLSi grant with Macomb County and the first year with Detroit Public Schools.

# Transformation Redesign Diagnostic

## **Introduction**

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

## **PART A: REFORM TEAM PERSONNEL**

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

Alberta Lyons, Principal, Alberta.lyons@detroitk12.org

Stephanie Reed, Academic Engagement Administrator, Stephanie.reed@detroitk12.org

Deidre Davis, Title One Teacher, Deidre.davis@detroitk12.org

Virginia Orense-Bush, Teacher, Virginia.orense-bush@detroitk12.org

Josephine Surowy, Teacher, Josephine.surowy@detroitk12.org

Lisa Lipscomb-Jones, Teacher, Lisa.lipscomb-jones@detroitk12.org

Elizabeth Meyer, Teacher, Elizabeth.meyer@detroitk12.org

Mary Kamrad, Teacher, Mary.kamrad@detroitk12.org

Mary Beth Revis, Teacher, Mary.revis@detroitk12.org

Peggy Vandebossche, WRESA School Improvement Facilitator, mmvan08@hotmail.com

Sharon Streaan , MSU Intervention Specialist, streansh@msu.edu

Mary Olsen, Parent

Maria Hernandez, Parent

Maria Salcido, Parent

Veronica Florentin, Parent

Elizabeth Gonzalez, Parent

Esther Barba, Parent

Moia Valencia, Parent

## PART B: TEACHING AND LEARNING PRIORITIES

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

\*There will be increased support for English Language Learners (ELLs). Begin with one bilingual teacher per grade level, bilingual support from the District, increased school level bilingual funds to assist in instructing ELL students, ELL materials for instruction, training for teachers on ELLs, School Service Assistants in each class to assist with ELLs, Educational Technician to assist with ELL technological support services within the building, and screeners provided for ELPA. The parents will have a parent room with support services provided by outside partnerships to provide ESL classes, homework strategies, tutoring, and any other community support to bilingual parents.

\*MiBLSi will be implemented thoroughly with full use of Response to Intervention (RTI) and Progress Monitoring (PM).

\*Professional Learning Communities will be utilized and collaboration time used effectively, with more time for teacher preparation included during the school week. Teachers will focus on the Common Core State Standards, ELL Learners and Differentiated Instruction. Teachers will receive more training through individual professional development plans

**State what data were used to identify these ideas.**

School-Wide Math/Reading/Writing/Science Assessments used were DIBELS, Accelerated Math/Reading, Star Math/Reading, Unit Tests, Teacher Created Tests, Student Journals, and Student Portfolios. District Math/Reading/Writing Assessments used were Quarterly Tests (Q1, Q2, Q3, and Q4). State Math/Reading/Writing/Science Assessments used were MEAP and English Language Proficiency Assessment (ELPA). During the 2012-13 school year the Measures of Academic Progress (MAP) test results (three times a year) will be utilized to examine student achievement.

### Math

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analysis of Reading MEAP GLCE performance shows that students struggled with Narrative Text and Comprehension in all three grade levels. Students need improvement in phonological awareness, phonics, vocabulary, comprehension, fluency, site word recognition, and genre recognition and differentiated instruction for the content to be comprehensible. Teachers need to further develop their ability to teach ELA as well as incorporate individualized instruction for those students who are not scoring proficient on standardized tests.

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### Science

2011-2012 MEAP Science Scores:

Grade 5- 100% Not Proficient

An analysis of fifth grade science indicates that due to the new cut scores our students failed to demonstrate proficiency in this area.

According to the MEAP data collected from 2008-2012, Priority Areas have been identified in Reading, Writing and Mathematics. In ELA, students must improve in their higher order thinking skills and overall reading comprehension. This includes comparing and contrasting within and across various texts, genres and content areas, as well as comprehending narrative text elements. In mathematics, students must improve in the areas of number fluency and measurement. Consequently, the strategies stated in the SIP will reflect these Priority Areas. These strategies will address our "Hispanic" and "SWD" subgroups, which are the majority of our student population. Neinas will also improve student attendance to 95% and for targeted students improve attendance 25% through the use of a multi-faceted program where

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poor attendance and improved attendance is the aim and is celebrated four times a year. We will decrease office visits by 60% and increase pro-social behavior (as evidenced by citizenship).

Starting with the 2012-13 school year, 2nd-5th grade students will be tested with the MAP test in Reading, Language Usage and Mathematics. Common Core State Standards will also replace the Grade Level Content Expectations as a focus for student achievement.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

The District will align the principal selection process for Priority Schools to the "two-year rule." High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning. Turnaround/Transformation school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. That being said, the District will take the following action steps to ensure each Priority Schools are assigned a high-impact turnaround/transformation leader:

The District will conduct individual principal performance reviews to:

- \*Assess each principal's performance relative to expected outcomes
- \*Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning
- \*Determine professional growth needs and required district support
- \*Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building
- \*Promote personal self-reflection and continuous professional learning
- \*Determine which principals meet the core requirements of a turnaround/transformation leader

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

1. Describe the work that has been done to support improved teacher instructional practice.
2. Describe the work that has been done to improve learning for all students. (ELL, special needs students, etc.)
3. Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning.
4. Describe how monetary, human, and community resources are maximized to support whole school improvement.
5. Describe how the principal engages parents and community members in efforts to improve student achievement.

Alberta Lyons has been with Neinas for eight (8) years and has proven to be vital to the culture at Neinas. Based on the 2011-12 Professional Evaluation conducted by her Assistant Superintendent and Superintendent she was deemed highly qualified to lead the school and this population of families and students. The evaluations consist of data from September through June. She meets the research standards as defines a turnaround principal. The students and families of Neinas have high expectations and expect care and consistency when it comes to Neinas Elementary, which Ms. Lyons provides.

Ms. Lyons has proven that she cares about the 'neighborhood' and has brought many partnerships to Neinas in order to assist that 'neighborhood'. Such partnerships are Forgotten Harvest, Bridgepointe, Greening of Detroit, Blue Cross/Blue Shield, MSU, E&L Supermarket, Arandas Tire, Compuware, Lenscrafters, Southwest Solutions, Dentist, and others. These partnerships are essential to the 97% of students who are economically disadvantaged and in need of resources. The parent involvement at Neinas has increased from 53% in 2006-07 to 94% currently with parents being a part of monthly parent meetings, acting as volunteers, and attending programs.

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Ms. Lyons also strongly encourages staff to attend professional development sessions beyond what DPS offers.

Below is Alberta Lyons' resume:

### Professional Objective:

Seeking an Elementary/Middle School Principalship to provide leadership for the development, implementation and coordination of the district's mission, goals and objectives.

My aspirations are to provide leadership, supervision and evaluation of staff to ensure that all students achieve excellence through exacting standards to improve the effectiveness of the school.

I bring an insightful, in-depth knowledge base regarding elementary/middle school pedagogy. In this organizational frame, I will work collaboratively with other professionals on instructional and managerial policies, curriculum and staff development, student achievement, parental involvement and community partnerships.

### EDUCATION:

Wayne State University, Detroit, MI

Post Graduate Coursework, 1993, 2004

Eastern Michigan University, Detroit, MI

Post Graduate Coursework, 2004

Wayne State University, Detroit, MI

Master's Degree, Educational Sociology, 1990

Wayne State University, Detroit, MI

B.S. Degree, College of Education, 1972

### CERTIFICATION:

Michigan Permanent Teaching Certificate

Administrative Certificate

### EMPLOYMENT HISTORY

Detroit Public Schools:

Neinas Elementary School, Principal, August 2004 - Present

Responsible for student achievement, budget, supervising personnel, coordinating all programs and activities in the building.

Beard Early Childhood Center/Roberto Clemente School, Nolan Middle School,

Assistant Principal, 1996 -2004

Responsible for student achievement, Title 1/31 A Budget, Curriculum and Supervision of Teachers.

Barbour Magnet Middle School, Unit Head, 1994 - 1996

Responsible for student achievement, Testing Coordinator, English Department Head, planning instructional sequences for Language Art.

Cerveney Middle School, Teacher, 1972 -1994

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Taught 6 - 8 grade English/Social Studies, 8th Grade honor's English

### Career Highlights

- \* Successfully Implemented Inclusion for Special Students
- \* Partnership with: Greening of Detroit ( School & Teacher of the year)
- \* Feature on Bridgepointe Website
- \* Fresh Fruits and Vegetable Program
- \* Blue Cross and Blue Shield " Building A Healthy Community " Grant
- \* Southwest Housing Grant
- \* Presented a Principal City Wide Meeting about Inclusion
- \* Increased Parental Involvement at L. S.C.O. meetings and academic activities scheduled during the school year
- \* Booker T Washington Business Association Educators Achievement Award
- \* Outstanding Teacher for area C Cerveney Middle School

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

### Evaluation Process/Tools

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

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

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

### Teacher Evaluation Tool/Process

The Detroit Public Schools (DPS) Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness & accountability systems, including evaluation tools, as necessary to get the job done. Teachers must be supported & developed over time to achieve greater results with their students year after year. Ensuring that our students have the best teachers from their first day in DPS until they graduate is the most critical responsibility we share. We recognize that in order to make DPS excellent, we must all understand our common goal, continuously & objectively assess our progress & then take strategic steps to improve. Our new Teacher Evaluation & Professional Development System put Detroit on a path to accomplish the goals we have set for the district, its employees, & our students. The rubric upon which evaluations are based sets clear, rigorous expectations & contains recommendations for professional development. All teachers will receive regular feedback, & teachers who demonstrate below average development will receive it more often & have the opportunity to engage in meaningful one-on-one & small group professional development.

In Detroit, success within our system requires partnerships; between teachers as peer evaluators, between principals as collaborators & thought-partners, & between principals & teachers.

### The Teacher Development and Evaluation Rubric

To ensure that we're assessing quality teaching in the classroom with most rigorous standards, DPS will weight a teacher's evaluation as

60% of the total evaluation score. The Teacher Development & Evaluation rubric is designed to define "excellent teaching" for DPS & provide a common language through which we can discuss, evaluate, & develop our school-based staff to improve year after year.

In order to evaluate teachers as objectively as possible, DPS will weight appropriate standardized assessments (MEAP, MME, MAP) as 25% of a teacher's evaluation score. MEAP scores will be tracked & for teachers, the district will analyze trends in students' scores and assess improvement over previous years. Those teachers whose students consistently will be rated favorably; those teachers whose students consistently don't improve will be rated unfavorably.

### Principal Evaluation Tool/Process

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

Developing the capacity of school leaders to support improvements in teaching & learning, requires that principals have access to meaningful professional learning opportunities that are aligned to core competencies that define effective leadership & meet each principal's individual learning needs. The creation of a comprehensive principal evaluation system is a core element of leadership professional development & 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 & shared accountability for student learning & achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching & learning by:

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

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

- ¢ Achieving prescribed student performance targets
- ¢ Management of budget - general purpose, school-based & federal
- ¢ Student attendance goals
- ¢ Suspension/expulsion goals
- ¢ Graduation goals
- ¢ Thoughtful implementation of recommendations as a result of school diagnostic reviews
- ¢ Satisfactory completion & implementation of SIP academic plans
- ¢ Participation & engagement in prescribed professional development opportunities
- ¢ Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state & District assessments.

Decisions regarding each principal's salary step advancement & contract renewal will be based upon his/her performance with respect to the above indicators.

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

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

The school will also give congratulations to staff members monthly during staff meetings via verbal praise and other incentives for increasing student achievement on test scores. Test scores will be reviewed and discussed monthly during PLC meetings. Teachers will receive positive comments on their teacher evaluation based on increased student achievement of at least 10% monthly on DIBELS, and Renaissance Learning. End of the year rewards will include data from MAP and MEAP, and Renaissance Learning. Teachers with consistent student academic achievement gains will receive opportunities for leadership roles in the building.

Ineffective teachers are identified through walkthroughs and formal observations. Assistance is given to teachers through grade level teams, content area specialist, observation of effective practices in other classrooms and technology. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent.

School leadership team members met in September to create reward system for teachers with evidence of increased student achievement.

Removal of staff found in this circumstance of inability to improve will be removed based on the Top to Bottom ranking for the following year using the evaluation process for respective staff. The leadership team will conduct interviews from a pool of effective candidates provided by the district to replace and remove ineffective teachers who failed to make improvements.

The timeline for all of the before mentioned initiatives begin in September and conclude in June of the academic school year.

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

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

The time line for professional development will be implemented monthly during Wednesday extended staff meetings. Teachers will work in PLC's to interpret data to determine and identify areas of need that will drive instruction. Videos will be viewed prior to and during meetings and teacher will implement best practices viewed and provide feedback of the effectiveness in their classrooms. Using data from DIBELS, MAP, content pre-test, and Renaissance Learning teachers will construct an Instructional learning cycle that will drive instruction. Teachers will determine student success based on the learning cycles. Professional Development Calendar for the next two years will support the big idea of support for our ELL students. This will include training for teachers in best practices for teaching ELLs, Response to Intervention (RTI) and instructional strategies for at risk students. This training is necessary to address the needs of students based on data from our ELPA scores. The data has demonstrated we have a high percentage of students who scored Basic or Low Intermediate in reading, writing, speaking and listening. Our MEAP scores have indicated our students are struggling in writing and reading comprehension.

Therefore, teachers will participate in professional development that will include but not limited to training in, direct instruction, robust vocabulary, language development and writing across the curriculum. Thinking Maps, project based learning, data driven instruction professional development will help decrease gaps in other core subjects; math, science and social studies . Teachers will receive training in technology and data dialogue with a MSU intervention specialist. Finally teachers and staff will be trained in Common Core State Standards. This will be integral to success in transitioning from GLCE to the Core Standards that will be implemented 2014/2015.

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

Our student population is unique because we serve a mostly Hispanic population (85%). Many of our students come from migratory families who leave for a minimum of one month up to three months. During this time students do not receive instruction causing major achievement gaps. Our teachers recognize and have developed strategies and best practices that allows them to connect to our students and school community to best serve their needs.

The transformation/turnaround schools will work in conjunction with the Detroit Public Schools (DPS) Talent Acquisition Department, (TAD) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff. Teachers who have demonstrated effective teaching practices and were able to make academic gains with their students will be given opportunities to head PLC's in their content and or grade level . This leadership position will allow the teacher to grow professionally and personally.

Highly effective teachers will be identified as teachers who have consistently been rated effective or highly effective according to District teacher evaluations. This evaluation will include data that substantiates 25% improvement for all students in their charge.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical. Transformation schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes.

The Transformation/Turnaround Schools with support from the TAD will enhance its University partnerships and expand upon it's community based relationships for the purpose of sourcing highly effective Teaching staff.

#### Project Pathways Transition to Teach Grant Program

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) 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 the DPS 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.

#### Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities with regard to the advancement of Teachers. The positions include both Instructional and Administrative responsibilities. Growth and/or Career Opportunities include, Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals and Principals.

### Flexible Working Conditions

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.

Staff will be encouraged to take leadership roles as grade level chairpersons, facilitators of Professional Learning Communities, and School Improvement team members. Staff will become more knowledgeable about Professional Learning Communities, best practices, research, interpreting data and direct training for staff.

School administrators have the ability to interview staff and maintain staff based on common expectations and a shared vision for the school and students. Colleagues are chosen to work as collaborative partners.

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

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Staff meetings, grade level meetings and professional development days are devoted to the analysis and interpretation of data as it becomes available. The DIBELS, MEAP, MAP, Star Reading and Star Math Progress Monitoring will be sources of data used. Teachers review the item analysis for content areas to evaluate curriculum and instructional strategies. As teachers analyze the results they make decisions on adjusting the curriculum and delivery of instruction to best fit the needs of their students. Student data is used to individualize programs and instructions where possible.

The strategies and activities designed to accelerate students not meeting state standards are Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) which includes:

- Response to Intervention (RTI)
- DIBELS and BURST reading intervention programs
- Accelerated Math and Reading intervention programs
- Professional Learning Communities (PLC).

Neinas is using researched based reform models to address the diverse and learning needs of our students. Data is continuously being collected and examined to drive changes in instruction. Neinas is in the first year of the MiBLSi program where students will be monitored on reading achievement and behavior support.

Models of integrated behavior and reading supports produce larger gains in literacy skills than the reading-only model. Emerging research provides evidence to suggest that there are benefits to an integrated school-wide approach to supporting all students.

Stewart, R. M., Benner, G. J., Martella, R. C., and Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Interventions*, 9, 239-252.

Our DIBELS data is collected a minimum of three times a year on each individual student in the areas of phonemic awareness, fluency, and reading comprehension.

Positive Behavior Support is a decision making framework that guides integration and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Positive Behavior supports will be implemented and tracked with School-Wide Information System (SWIS) to monitor their effectiveness and plan intervention for individual students in the Tier II and III reading interventions. Based on data collected, teachers will differentiate lessons to best meet the learning needs of the students which will include Students with disabilities and English Language Learners. Teachers will also co-teach at each grade level to best meet the diverse learning and language needs of the students. This includes the gradual release of responsibility from teacher to student, which means from demonstration to shared demonstration to guided practice to independent practice.

Students are selected for increased instructional time based on DIBELS, Quarterly Assessments, MAP assessments and MEAP data performance. Students progression rates are also monitored in relation to understanding/achievement of Common Core State Standards. At Neinas Elementary School, the majority of our students qualify as our targeted subgroup for specialized instruction. Approximately 95% of our students are in the "Hispanic" subgroup thus making this our "All" subgroup. Consequently, most Neinas students qualify for increased

instructional time and are economically disadvantaged. This includes after-school tutoring, and summer school instruction and the extended instructional reading block of 120 minutes.

The selected students for extended day instruction will focus on basic skills as determined by Accelerated Math, Benchmark Assessments and class data collected. Students who scored in Level 1 or Level 2 on the English Language Proficiency Test will have additional instruction on vocabulary development during the extended day as well. Primary grades K-1 will focus on basic skills using math manipulatives and hands on center based activities to reinforce basic skills to set the foundation for future development.

Response to Intervention (RTI) is a multi tier approach that identifies struggling learners and provides intervention at increasing levels of intensity to accelerate their rate of learning (Howard, 2009). RTI will occur in small groups for all students utilizing BURST through the Reading 3D program as well as special education programs and services. BURST is a specialized intervention tool based on DIBELS data to develop the student's reading skills with increasing difficulty until the skills are mastered. This evidence based approach utilizes live data to group students according to gaps in learning and reading benchmarks. STAR Reading, STAR Early Literacy and Accelerated Reading programs will also be used to raise reading comprehension and promote a literacy rich culture.

Professional learning communities are used as a vehicle for school change and improvement involving instructional staff, administrators, parent leaders of the NSCO and school community members. Key parents and community members are selected on a volunteer basis to participate in this process. Key issues revolve around data analysis of the above mentioned assessments as well as strategies to close the achievement gap. Teachers will maintain a portfolio that will track student achievement on Common Core State Standards based on pre and post assessments, oral and written quizzes. A data wall will be maintained in the classrooms to share with students and parents of achievement to date. Quarterly progress reports will be given to parents to keep them abreast of student progress towards student goals. Report Cards will demonstrate mastery in skills which will be shared at each Parent Teacher Conference. Success of the above reform strategies will be measured by collecting data from various sources. This includes DIBELS, Star Reading, Star Math, district MAP tests.

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

#### English Language Arts

Reading: Every student in grades K-5 is universally screened with Star Reading in a pre/post test format at the beginning and end of the school year. Students in grades 3-5 are assessed in English Language Arts with the MEAP to determine mastery of the State's academic achievement standards. Additionally, all students in grades K-5 are assessed with the district MAP test in Reading. All students in grades K-5 are screened with DIBELS at the beginning, middle, and end of the year to identify groups in need of specific instruction. This process allows teachers to provide differentiated instruction at all levels: "Intensive", "Strategic", "Proficient" and "Advanced." All students would receive targeted instruction at their appropriate level using leveled books in a literature circle format. All students would rotate through these groups at least daily during reading workshop and perform phonics/vocabulary/comprehension exercises designated by the teacher and BURST. Students are working simultaneously at their individualized level of instruction. Furthermore, the students' instruction is adjusted as they progress through the various levels. This is supported by data collected through progress monitoring in DIBELS.

#### Writing

Teachers will use multiple assessment tools in grades K-5 to assess the students' writing abilities. Classroom teachers utilize the program Write Source as the main program of instruction which has common assessments built into the program. The English Language Proficiency Assessment (ELPA) is given annually, which also contains a writing assessment in grades K-5. The 4th grade MEAP also provides data on

the students' proficiency levels in writing. Portfolios are collected on an ongoing basis and the students partake in journal writing daily. Interventions are designed based on the students' performance on the above assessment tools. Writing and reading interventions are closely woven together and students receive targeted instruction based on their individual level. Instruction is differentiated by using Explode the Code for phonemic awareness and early writing, thinking maps for organizing/composing information and differentiated components of Write Source and Open Court. Students' skills are strengthened during writer's workshop where the teacher confers with students individually at their writing level and groups students accordingly for peer editing and review. Students then edit their work and return to the teacher for ongoing feedback as they progress through the writing process.

### Math

Every student in grades K-5 is universally screened with Star Math in a pre/post test format at the beginning and end of the school year. Students in grades 3-5 are assessed in Mathematics using the MEAP to determine mastery of the State's academic achievement standards. Additionally, all students in grades K-5 are assessed with the district MAP test in Math. Students are further assessed using common tests from the Scott-Foresman curriculum. Students achieving benchmark standards receive exercises that challenge their numerical thinking skills at or beyond their grade level. Other students requiring targeted intervention in mathematics have mathematical skill areas broken down into mini-lessons to reinforce basic skills. All students work at their individual level during math workshop, where centers are designed around grade level content expectations and a high emphasis is placed on the use of manipulatives.

### Science

This content area is taught in grades K-5 using the Harcourt Science curriculum and assessed with publisher chapter tests. Teachers also create their own common assessments to determine progress on the science grade level content expectations (GLCEs) in addition to the grade 5 Science MEAP test. All teachers use thinking maps and project-based learning to instruction of the science GLCEs, as well as student portfolios to monitor progress. Students strengthen reading and writing skills across the curriculum as tasks are taught in mini-lessons of the project to demonstrate mastery.

### Social Studies

Social studies content area is taught in grades K-5 using Harcourt Brace curriculum they are assessed with tests both teachers created and publishers. To differentiate teachers offer after school tutoring and small group instructions with paraprofessionals. All teachers implement theme based projects along with using a computer for additional resources. Social studies also strengthen the reading, writing and science curriculum. Teachers also work in small groups offering assistance where needed.

Neinas uses a variety of formal and informal assessment strategies to identify student's experiencing difficulty mastering the Common Core State Standards. They are designed to gather information relevant to specialized instructional interventions. This information is discussed in grade level and child study/RCT meetings. We believe it is not enough to just be able to describe the areas of concern but to gain some understanding of why the student is having challenges. We offer after school tutoring as well as small group intervention groups lead by paraprofessionals for students who need assistance.

Step 1) Collect assessment information from a variety of sources; Step 2) Review data; list specific deficit areas; 3) Design the intervention, incorporating one or more of the following elements a) environmental supports or modifications that will be put in place to help support the development of skills; b) the specific skills the child will be taught and the procedure used to teach them; c) what incentives will be used to help motivate the child to use or practice the skills; and Step 4) Evaluate intervention effectiveness by looking at each component and answering the following questions: was the component put into place, was it effective, does it need to be continued, what is the plan for fading the component.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

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

Starting in the 2012-13 school year, students are engaged in core academic subjects for up to three more hours per week. Students are offered two hours a week of online learning through various websites, specifically Renaissance Learning. There is a Home Connection for families that have access to the internet. There is a set 90 minute math block and 120 minute ELA block daily (which includes small group Workshop time). Students in K-2nd have access to reading tutors from outside partnership volunteers. Fifth grade students work with a UM-Dearborn Professor and college students with science projects. Students are spending more contact time with core academic teachers. The outdoor classroom is available for science enrichment for all students. Content teachers provide opportunities for art and physical education activities.

There are four extra hours a month for grade level collaboration through Professional Learning Communities and School Improvement meetings. Teachers need more time to collaborate, with one day a week of late start so teachers could plan before school the time would be utilized more effectively, as well as, teachers need more preparation time during the instructional week to effectively prepare for student instruction. WRESA Content coaches in ELA and Math would assist teachers with classroom instruction. All classrooms/students would benefit from having a School Service Assistant to assist the teachers due to current high class sizes. Reduced class sizes of 17 students would be ideal to effectively increase student achievement in Kindergarten through 3rd grade and 20 students in 4th through 5th grades. An Instructional Specialist in Literacy will help assist teachers more with the Reading curriculum and the cumbersome task of ongoing assessments for students.

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

Our Annual Title 1 meeting is held within the first 45 days of school. The meeting is organized by the LSCO committee. The information is presented both verbally and in written form with a translator present for the parents who speak little or no English. Parents of Title 1 children meet regularly and are able to collaborate with staff about issues and/or suggestions related to their children. Neinas has an open-door policy. Parents are encouraged to volunteer, communicate with staff and observe classroom learning throughout the school year.

Parents are frequently provided with reports related to their children's progress. Quarterly progress reports are sent home; MEAP, DIBELS, MAP, Accelerated Reading, Star Reading/Math, and any other applicable reports regularly. Neinas will provide information and assistance to parents regarding the State and Local Academic Standards and Assessments and will inform parents on the Standards by which their child is assessed throughout the year. Neinas will collaborate with parents to implement programs to ensure student success.

Neinas will make accessible materials needed by parents to assist in their child's success. Neinas will educate teachers, Title 1 staff, and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs. Neinas parents have expressed that they prefer communicating school issues directly with the bilingual parent liaison. This liaison has an open door policy and provides a direct link to staff as well as resources in the community. The parent liaison will report parent issues, concerns and ideas on a monthly basis back to the staff. The staff will then take these suggestions into consideration when planning school-wide activities and strategies to increase parental involvement. Parents also communicate with school staff in person, by telephone or in writing.

## Reform Redesign Report

Neinas Elementary School

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Teachers will receive training on the TRUE COLORS concept in order to effectively communicate strategies that will help them to build ties between parents and the school by reaching out to parents as equal partners, help staff to identify parents who can assume leadership roles within the school community and provide a way for staff to value and celebrate parents, as well as build effective parent involvement. . TRUE COLORS is an easy and highly effective communication/personality tool. This hands-on, interactive training program will help participants understand the TRUE COLORS concept and history in relationship to personality and temperament styles. Some of the benefits include: learning team building techniques, recognizing unique skills and values to match parents with involvement opportunities, understanding & appreciating differences in self and others, valuing contributions of parents, and creating a home-school connection.

Neinas will support parents and meet their needs needs by accommodating parent requests to meet individual needs. Parents have an opportunity to request assistance as needed to help facilitate their child's achievement in school. This includes assistance with applications for medical coverage, food stamps, food and clothing collections, as well as interpreting documents from outside agencies that may not be provided in the parents' native language. There will be held GED, ESL and Adult Education classes. Neinas will provide parents with access to school information and activities in various modalities. Parents of migratory children receive packets of school work and are automatically offered summer school.

All of these initiatives will be done through: Parent/Teacher Conferences, Parent Workshops, Reading Data Assessments and Understanding the Reports, Accessing District Online Reports and Applications, Progress Reports, Celebrations, Curriculum Nights and Common Core State Standards, Book Fair, Literacy/Science Workshops, Summer Reading Programs, Newsletters (School & Classroom), Local School Community Organization (LSCO) meetings, Telephone conferences, Home visits, Flexible meeting times, Creating plans to assist with Transition from Head Start/Pre-school to Kindergarten, Creating plans to assist with Transition from grade 5 to grade 6 and Community resources such as: Mobile Dentist, Gleaners, Bridgepointe, Greening of Detroit, Detroit Community Police, Southwest Solutions.

A parent committee will be formed of members who would like to attend and collaborate on SIP and Reform/Redesign Plan meetings on a quarterly basis. All parents will be encouraged to visit the classroom and observe instructional strategies to use with their children at home. Individual parent-teacher conferences will be offered on a quarterly basis to share on their child's progress. Neinas staff will also have an open door policy where parents can schedule meetings more frequently if needed. Parents will be invited to literacy, math and technology workshops to train them on how to increase their child's level of achievement.

Parents provide oral and written feedback regarding academic achievement, school culture, building-level decision making and progress on the SIP and Reform/Redesign Plan. This includes extracurricular activities and after school programs. Documentation of parent participation includes sign-in sheets, agendas, meeting minutes, written surveys and a parent contact log from the parent liaison. Parents will also complete an evaluation form at the end of workshops to address the effectiveness of the workshops as well as future topics that parents would like to have presented. Parents will be asked to specifically evaluate how the school is implementing the parent components (Parent Involvement Policy, Compact, events, etc.). This data will be used as a planning tool to help address student achievement and system needs identified through the SIP: Additional Requirements. These efforts involve families and the community in decision making policies and planning at the school level.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

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

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

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

The District is currently working to create the Office of School Turnaround. The Office of School Turnaround will include the following staff: (1) Assistant Superintendent for Priority Schools- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents. Priority School Coaches-Priority School Coaches are responsible for providing on-site professional development and support for principals, Leadership Teams and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

Priority School Budget Implementation/Compliance Officer- The Budget Officer will be responsible for monitoring the use of each Priority School's budget to ensure funds are being utilized for the intended purpose and that each school is maintaining appropriate tracking and record keeping relative to budget expenditures. In addition, the Budget Officer will be the liaison between each Priority School and all central level "budget related" departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.

Statewide System of Support- Through the Statewide System of Support, Priority Schools will receive additional support and services required to assist schools in successfully implementing each school's respective reform model.

# Assurances Report

## Michigan Department of Education Assurances

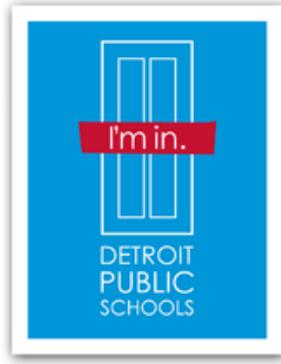
### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<a href="#">Detroit_Educator_Evaluation_Process_Manual(revised).pdf</a>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<a href="#">DPS and Neinas PD for 2012-14.xlsx</a>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Teacher have one more hour of instructional time to spend with students due to the decrease in preparation periods from five to two. The other two extra hours are spent on enrichment activities with students, however, the enrichment hours are directly correlated to the instructional subjects of Reading, Math, Science and Social Studies. <a href="#">Neinas Schedules.xls</a>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Teacher have one more hour of instructional time to spend with students due to the decrease in preparation periods from five to two. The other two extra hours are spent on enrichment activities with students, however, the enrichment hours are directly correlated to the instructional subjects of Reading, Math, Science and Social Studies. These enrichment classes consist in part of Academic Games, Ecology Club, Robotics, Outdoor Science, Music Appreciation, and Readers Theatre. <a href="#">Neinas Schedules.xls</a>

## Reform Redesign Report

Neinas Elementary School

<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Teacher work in Professional Learning Communities bi-monthly on various professional development topics. PLCs are cross-grade and subject level.</p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	



## Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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## Overview

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

### The Purpose of Evaluations:

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

## Why We Need an Updated Teacher Evaluation System

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

### AND MOST OF ALL THAT EVERYONE IS LEARNING!

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

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

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



## Executive Order

### DETROIT PUBLIC SCHOOLS

Roy S. Roberts  
Emergency Manager

#### ORDER

#### Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

**IT IS HEREBY ORDERED:**

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

**NEW POLICY**

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



## Michigan Law

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

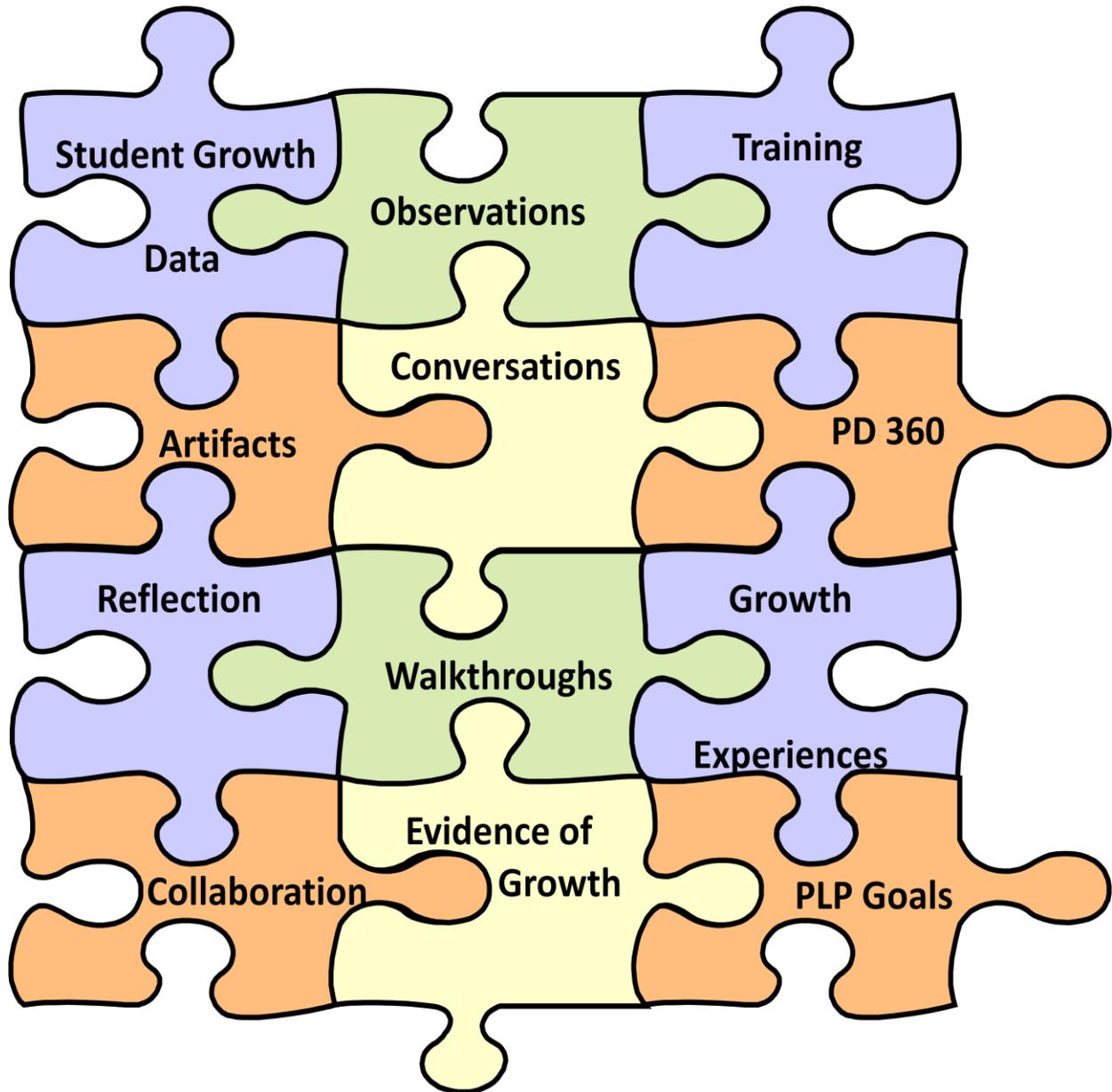
### *380.1249 Performance Evaluation System.*

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

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



Pieces of the Teacher Evaluation Process





## Five Core Elements

### I. Demonstrated Pedagogical Skills

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

### II. Student Growth as Predominant Factor

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

### III. Classroom Management

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

### IV. Relevant Special Training

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

### V. Educator Responsibilities

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

**ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:**

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



## Performance Level Ratings

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

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

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

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

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



## Student Growth Information

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

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

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

### LIST OF DATA SOURCES

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



## Observer Guidelines

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

### September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

### Support and assist teachers

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

## **April-May**

### Conduct end-of-year observation

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

### Conduct teacher conference

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

### Complete Annual Rating Form

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

## **June – June**

### Year-Round Activities

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



### Request for Assistance and Support

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

NAME OF EMPLOYEE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

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

**AREA(S) OF CONCERN:**

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

**SUPPORT PROVIDED:**

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

**SUPPORT REQUESTED:**

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

Principal’s Signature

Request Date

School Phone No.



**Teacher Evaluation At - A - Glance**

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

### **PD360 and OBSERVATION360**

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

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

To access PD 360, click on this hyperlink: [www.pd360.com](http://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](http://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"> <li>1. Demonstrated Pedagogical Skills</li> <li>2. Student Growth as a predominant factor</li> <li>3. Classroom Management</li> <li>4. Relevant Special Training</li> <li>5. Educator Responsibilities</li> </ol>	<p>Element(s) to be addressed:</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------

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

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_





Calculation and Reporting

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

Computing Annual Rating for Teacher Performance

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

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

Table with 4 columns: Element Name, Multiplier (x), Weight, and Score Line. Rows include Element 1-5 Summary Rating Scores 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 year<sup>1</sup>)**

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%

<sup>1</sup> Excluding Approved Medical/FMLA Leave.

# Neinas Elementary School

## 2012-2014 School Years

### Professional Development Calendar

(including parent development and preschool transitions)

When	Focus	Presenter	Audience	Evidence / Evaluation
Sept. 2012	Classroom Management, Attendance	Principal	All teachers	Agenda, Sign-In, Evaluation, Survey, classroom observation
	Introduction to Preschool	Preschool teachers	Preschool Parents & Students	Agenda, Sign-In, Evaluation, Survey
	Annual Title I Meeting	District Title I personnel	Parents	Agenda, Sign-In, Evaluation, Survey
	How to Effectively Teach ELL Students	AEA & Title One Teacher & Resource Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement
	Best Practices	Principal & AEA	All teachers	Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement
	WHAT IS DIBELS?, Academic Content Standards, Assessment Dissemination	AEA & Title One Teacher	Parents	Agenda, Sign-In, Evaluation, Survey
Oct. 2012	Testing Strategies	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey, Testing scores
	Response to Intervention (Rti)	Resource Room Teachers	All teachers	Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement

	Differentiated Instruction	Resource Room Teachers	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	Learning about Open Court Reading Program	AEA & Title One Teacher	Parents	Agenda, Sign-In, Evaluation, Survey
<b>Nov. 2012</b>	Reading Strategies	AEA & Title One Teacher & Lead English Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	Project Based Learning	AEA & Title One Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	Common Core State Standards	AEA & Title One Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	MAP Data Dissemination	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey
	Homework Skills	Neighborhood Legal Services Michigan	Parents	Agenda, Sign-In, Evaluation, Survey
<b>Dec. 2012</b>	Math Strategies	AEA & Title One Teacher & Lead Math Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	Reading / Spelling Skills	Neighborhood Legal Services Michigan	Parents	Agenda, Sign-In, Evaluation, Survey
	Math Skills	Neighborhood Legal Services Michigan	Parents	Agenda, Sign-In, Evaluation, Survey
	Introduction to Kindergarten	Preschool & Kindergarten teachers	Preschool Parents & Students	Agenda, Sign-In, Evaluation, Survey

				Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
<b>Jan. 2013</b>	Writing Strategies	AEA & Title One Teacher & Lead English Teacher	All teachers	
	Data Dialogue	AEA & Title One Teacher & MSU IS	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	How to Handle Bullies & Not to Bully	Neighborhood Legal Services Michigan	Parents	Agenda, Sign-In, Evaluation, Survey
<b>Feb. 2013</b>	Social Studies Strategies	AEA & Title One Teacher & Lead Social Studies Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	Renaissance Learning Data Dissemination	Educational Technician	Parents	Agenda, Sign-In, Evaluation, Survey
	MAP Data Dissemination	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey
<b>Mar. 2013</b>	Data Review	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Differentiated Lessons
	MEAP Data Dissemination	AEA & Title One Teacher	Parents	Agenda, Sign-In, Evaluation, Survey
<b>Apr. 2013</b>	Science Strategies & preparation for Science Fair	AEA & Title One Teacher & Lead Science Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	Job Skills	Outside consultant	Parents	Agenda, Sign-In, Evaluation, Survey
<b>May 2013</b>	Reading Strategies & DIBELS/BURST/TRC test result review	AEA & Title One Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement

	DIBELS/BURST/TRC test result review	AEA & Title One Teacher	Parents	Agenda, Sign-In, Evaluation, Survey
<b>June 2013</b>	Data Review	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Differentiated Lessons
	MAP Data Dissemination	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey
	Introduction to Kindergarten	Preschool teachers	Preschool Parents & Students	Agenda, Sign-In, Evaluation, Survey
<b>Sept. 2013</b>	Classroom Management, Attendance	Principal	All teachers	Agenda, Sign-In, Evaluation, Survey, classroom observation
	Introduction to Preschool	Preschool teachers	Preschool Parents & Students	Agenda, Sign-In, Evaluation, Survey
	Annual Title I Meeting	District Title I personnel	Parents	Agenda, Sign-In, Evaluation, Survey
	What is DIBELS?, Academic Content Standards, Assessment Dissemination	AEA & Title One Teacher	Parents	Agenda, Sign-In, Evaluation, Survey
<b>Oct. 2013</b>	Testing Strategies	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey, Testing scores
	Differentiated Instruction	Resource Room Teachers	All teachers	Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement
	Learning about Open Court Reading Program	AEA & Title One Teacher	Parents	Agenda, Sign-In, Evaluation, Survey
<b>Nov. 2013</b>	Reading Strategies	AEA & Title One Teacher & Lead English Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement
	Homework Skills	Neighborhood Legal Services Michigan	Parents	Agenda, Sign-In, Evaluation, Survey
	MAP Data Dissemination	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey

				Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement
<b>Dec. 2013</b>	Math Strategies	AEA & Title One Teacher & Lead Math Teacher	All teachers	
	Reading / Spelling Skills	Neighborhood Legal Services Michigan	Parents	Agenda, Sign-In, Evaluation, Survey
	Math Skills	Neighborhood Legal Services Michigan	Parents	Agenda, Sign-In, Evaluation, Survey
	Introduction to Kindergarten	Preschool & Kindergarten teachers	Preschool Parents & Students	Agenda, Sign-In, Evaluation, Survey
				Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement
<b>Jan. 2014</b>	Writing Strategies	AEA & Title One Teacher & Lead English Teacher	All teachers	
	How to Handle Bullies & Not to Bully	Neighborhood Legal Services Michigan	Parents	Agenda, Sign-In, Evaluation, Survey
				Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement
<b>Feb. 2014</b>	Social Studies Strategies	AEA & Title One Teacher & Lead Social Studies Teacher	All teachers	
	Renaissance Learning Data Dissemination	Educational Technician	Parents	Agenda, Sign-In, Evaluation, Survey
	MAP Data Dissemination	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey
				Agenda, Sign-In, Evaluation, Differentiated Lessons
<b>Mar. 2014</b>	Data Review	AEA & Title One Teacher	All teachers	
	MEAP Data Dissemination	AEA & Title One Teacher	Parents	Agenda, Sign-In, Evaluation, Survey
				Agenda, Sign-In, Evaluation, Survey, Classroom observation, Student achievement
<b>Apr. 2014</b>	Science Strategies & preparation for Science Fair	AEA & Title One Teacher & Lead Science Teacher	All teachers	
	Job Skills	Outside consultant	Parents	Agenda, Sign-In, Evaluation, Survey

<b>May 2013</b>	Reading Strategies & DIBELS/BURST/TRC test result review	AEA & Title One Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
	DIBELS/BURST/TRC test result review	AEA & Title One Teacher	Parents	Agenda, Sign-In, Evaluation, Survey
<b>June 2014</b>	Data Review	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Differentiated Lessons
	MAP Data Dissemination	AEA & Title One Teacher	All teachers	Agenda, Sign-In, Evaluation, Survey
	Introduction to Kindergarten	Preschool teachers	Preschool Parents & Students	Agenda, Sign-In, Evaluation, Survey
<b>Weekly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	Curriculum meetings, Attendance discussions	Principal & General Staff	All teachers	Agenda, Sign-In, Evaluation, Classroom Observations, Student Achievement
<b>Ongoing bi-monthly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	Professional Learning Communities	Principal & AEA	All teachers	Teacher survey, student survey, Classroom observation, Student achievement
<b>Ongoing monthly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	Data Driven Instruction	AEA & Title One Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
<b>Ongoing monthly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	Best Practices	Principal & AEA	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement
<b>Ongoing monthly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	Common Core State Standards	AEA & Title One Teacher	All teachers	Agenda, Sign-in, Evaluation, Survey, Classroom observation, Student achievement

<b>Ongoing monthly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	MiBLSi	Principal & AEA	All teachers	Teacher survey, student survey, Classroom observation, Student achievement
<b>Ongoing monthly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	School Improvement / Reform Plan	Principal & AEA	SIP Team	Teacher survey, student survey, parent survey, Student achievement
<b>Ongoing Sept.2012 - June 2013 and Sept.2013 - June 2014 (as scheduled by DPS)</b>	Meetings & workshops sponsored by DPS, Wayne RESA and MDE	DPS Presenters	Interested teachers	Agenda, Sign-In, Evaluation, Share with staff at meeting
<b>Ongoing Bi- Monthly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	Meetings & workshops sponsored by DPS on a variety of topics	Early Childhood Department	Preschool teachers and School Service Assistants	Agenda, Sign-In, Evaluation, Survey
<b>Ongoing Monthly Sept.2012 - June 2013 and Sept.2013 - June 2014</b>	Home visits, parent updates & kindergarten transition strategies	Preschool teachers	Preschool parents and students	Agenda, Sign-In, Evaluation, Survey

**\*\* All Professional Development sessions will see results through increased student achievement on classroom assignments, standardized tests, and teacher created assessments.**







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**Surowy & Vancleave(205) - Outdoor Science**

1	Smith	Anjelica	307
2	Lawson	Harmony	307
3	Dominguez-Vazquez	Angela	307
4	Lara-Leon	Ivan	205
5	Garcia	Yanisia	205
6	Jackson	Jalen	205
7	Cortez	Ingryd	301
8	Lopez-Garcia	Luis	301
9	Barrera	Jonathan	301
10	Bravo-Cervantes	Jasmin	308
11	Singleton	Miranda	308
12	Ramos	Giselle	308
13	Laines-Alvarez	Eva	302
14	Orozco	Fatima	302
15	Hernandez-Moritz	Lorena	211
16	Villa-Araiza	Fernando	211
17	Cruz-Castro	Jennifer	306
18	Baughman-Potter	Michael	306
19	Villalobos-Iniguez	Jasmine	111
20	Wright	Shantel	110
21	Garcia-Meza	Anthony	111
22	Jackson	Jaivon	110
23	Jaime-Ramirez	Ashley	110
24	Mora	Francisco	111
25	Orozco-Perez	Valerie	111

**Dewberry(110) - Creative Writing**

1	Reyna-Miranda	Janaly	306
2	Moya-Cruz	Eddi	205
3	Aiken	Ciara	205
4	Cintron	Violeta	301
5	Driver	Kendra	301
6	Garcia	Edvah	308
7	Vasquez	Izabella	308
8	Ramirez-Calderon	Diana	308
9	Mendez	Juan	302
10	Martinez-Ortiz	Endy	302
11	Marsh	Ja'marcion	302

12	Lopez-Jimenez	Katherine	211
13	Combs	Marcus	306
14	Ferguson	Heaven	306
15	Abbott	Wyatt	111
16	Argueta-Hernandez	Johana	111
17	Bunch	Kaitlyn	111
18	Al-Kanani	Rasheed	110
19	Burchett	Tyler	110
20	Calderon	Johan	110

### **Madan(211) - Creative Writing**

1	Ramirez	Ricardo	306
2	Drake	Dyiamond	205
3	Suarez-Nava	Jessica	205
4	Horn	Talmadge	301
5	Lainez-Alvarez	Ashley	301
6	Perez	Danali	308
7	Sauceda	Everardo	308
8	Sanchez	Angie	308
9	Munoz-Aceves	Daniela	302
10	Nelson	Caleja	302
11	Moya-Cruz	Dulce	211
12	Villegas-Sanchez	Amy	211
13	Rodriquez	Diana	308
14	Cassavoy	Elizabeth	110
15	Cortes-Ramirez	Andrea	110
16	Estrada	Erick	110
17	Gallegos	Jesus	110
18	Cortes-Meza	Ashley	111
19	Diaz	Jade	111
20	Dominguez-Vasquez	Agustin	111

### **Knott(306) - Writing with Art**

1	Vigil	Jasmin	304
2	Cassavoy	Mae	307
3	Johnson	Dayjonia	307
4	Quezada	Alondra	308
5	Driver	Henry	111
6	Zepeda	Stanely	205

7	Gonzalez	Ashley	205
8	Maldonado	Julian	301
9	Morris	Dajuan	301
10	Edwards	Tommy	308
11	Vasquez	Karen	308
12	Orozco-Perez	Jonathan	302
13	Perez	Mikayshla	302
14	Gutierrez	Vanisha	302
15	Argueta	Karla	211
16	Rodriguez	Abigail	211
17	Flores	Esteban	111
18	Gallardo-Tena	Evelin	111
19	Gonzalez	Jacqueline	110
20	Huerta-Mojica	Jacqueline	110

**Orense-Bush(301) - Readers Theatre**

1	Vasquez	Wendy	205
2	Martinez-Ruelas	Natalia	205
3	Deleon	Nevaeh	205
4	Thompson	Marcia	301
5	Suarez	Enrique	301
6	Hernandez-Sixto	Roberto	301
7	Morales-Sotelo	Martin	301
8	Moritz	Raul	301
9	Erter	Zevon	308
10	Galvan	Joshua	308
11	Cruz	Giovanni	308
12	Villanueva	Adrianna	302
13	Galvan	Eselya	302
14	Soriano	Isaiah	211
15	Young	Tela	211
16	Alma	Nayeli	211
17	Fuentes-Arias	Areli	306
18	Gonzalez-Rivera	Yareli	306
19	Murillo-Villa	Vivian	306
20	Tillmon	Alexa	306

**Kamrad(308) - Math Skills/Games**

1	Morrison	Veronica	307
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2	Gayles	Michael	307
3	Ba'ez Pe'rez	Ge'nesis	205
4	Escoto-Barajas	Johana	205
5	Hernandez	Favian	205
6	Saldano	Janet	301
7	Tapia-Garcia	Yahayra	301
8	Lule	Lisandro	301
9	Ortiz	Delicia	308
10	Morales	Jose	308
11	Sanchez	Montserrat	308
12	Thomas	Allyson	302
13	Summers	Abygail	302
14	Vasquez	Brandon	211
15	Abbott	Daymeon	302
16	Jones	Mercedes	211
17	Moya-Diaz	Cesar	211
18	Araus	Angel-Ezequiel	306
19	Laines-Alvarez	Wilfredo	306
20	Mendoza	Jonathan	306

**Barnes & Ms. Favors(Library) - Lego/Robotics**

1	Garay	Jesus	305
2	Gonzalez	Flavio	305
3	Leos	Marco	305
4	Arreguin-Ruiz	Yovani	304
5	Garza	Andy	307
6	Arellano-Flores	Richard	205
7	Diaz	Samantha	301
8	Hernandez	Victoria	301
9	Franco	Omar	205
10	Bravo-Cervantes	Jaime	308
11	Martinez-Garza	Leonard	308
12	Flores	Jose	308
13	Flores	Armando	302
14	Verdell	Lorenzo	302
15	Borkus	Big Bear	211
16	Pruitt	Bobby	211
17	Finley	Robert	211
18	Madrigal-Arreguin	Ignacio	211

19	Hernandez-Barba	Octavio	306
20	Perez	Alejandro	306
21	Saleh	Ali	306
22	Hylton	Victoria	110
23	Garcia	Gloria	111

**Clora & Roberts-Levi & Cuevas(Gym) - Health/Cooperative Games**

1	Robinson	Dajion	307
2	Holland	Patrick	307
3	Thompson	Noah	307
4	Mejia	Alfonso	205
5	Martinez-Araiza	Rafael	205
6	Gonzalez-Gutierrez	Sergio	205
7	Pacheco-Fuentes	Luis	301
8	Hernandez-Lopez	Miguel	308
9	Pugh	Joshua	308
10	Flores	Joshua	302
11	Ramirez	David	211
12	Romo	Esteban	211
13	Gonzalez	Ricardo	306
14	Leiva	Joshua	111
15	Melendez-Hernandez	Fabian	110
16	Morales	Giselle	110
17	Saldana-Nunez	Freddy	110
18	Tolley	Michael	110
19	Perez-Chivalan	Byron	111
20	Quezada	Saul	111
21	Rios-Ramirez	Fatima	111

**Edwards & Cuevas(Music Room) - Choir/Music**

1	Castellanos	Jennifer	205
2	Figuroa Garcia	Lanessa	205
3	Florentin Castro	Roselyn	205
4	Murillo-Villa	Ana	301
5	Miranda-Moll	Angel	308
6	Jones	Xavier	302
7	Saucedo	Sebastian	302
8	Sharife	Malika	211
9	Guajardo	Yuridia	306

10	Guerrero	Mariely	111
11	Lopez-Verdugo	Ashley	111
12	Maldonado-Barajas	Kimberly	111
13	Mendez	Veroncia	111
14	Patterson	Aaliyah	110
15	Rodriguez	Tanya	110
16	Roman	Alana	110
17	Sanchez	Lindsay	110
18	Pugh	Rossie	111

### **Andrus(302) - Ecology Club**

1	Barajas	Miguel	304
2	Washington	Da'Mauria	304
3	Garcia	Nayelli	209
4	Silar	Alonzo	209
5	Cortes-Meza	Amy	209
6	Durham	Damion	209
7	Thomas	Jordan	309
8	Saldena-Nunez	Estefani	309
9	Araus	Angela	208
10	Galvan	Rosemary	208
11	Garcia	Julio	208
12	Reeder	Jaizhon	210
13	Munoz	Diego	210
14	Reyna	Yahir	201
15	Palacios	Jeovany	210
16	Quezada	Jonathan	201
17	Gonzalez-Lozano	Ricky	305
18	Russ	Karon	305

### **Tenant(309) - Creative Writing**

1	Gonzalez	Jacqueline	304
2	Garcia	Javier	311
3	Garcia	Matthew	311
4	Martinez	Maribel	311
5	Cassavoy	Sara	209
6	Gonzalez-Chavez	Andres	209
7	Morris	Marisol	209
8	Angel-Garcia	Joseph	309

9	Garcia	David	309
10	Soriano	Nicholas	309
11	Young	Tameia	310
12	Sanchez	Isabella	310
13	Alma	Josue	201
14	Barajas	Nathalie	201
15	Baker	Samithia	210
16	Medrano	Maria	201
17	Sanchez	Kasandra	305
18	Alba	Christian	305

### **Lazarowicz(209) - Robotics**

1	McClintock	Angel	304
2	Rodriguez-Zente	Carlos	304
3	Grady	Zachary	311
4	Gonzalez	Edgar	311
5	Gutierrez	Jonathan	310
6	Beverly	Jawann	310
7	Marquez	Jose	209
8	Leyva	karol	309
9	Lupercio	Elizabeth	309
10	Muniz	Alexander	208
11	Martinez	Alejandro	208
12	Olson	Austin	201
13	Durham	Darryl	210
14	Orozco	Veronica	210
15	Quick	Jaylen	305

### **Lipscomb-Jones(310) - Poetry**

1	Garcia-Martinez	Jocelynne	311
2	Tabb	Shania	209
3	Gutierrez	Cecilia	309
4	Martinez	Angelie	309
5	McIntee	Julia	309
6	Alcantar	Andrea	310
7	Baez-Perez	Anthony	310
8	Garibaldi	Pedro	310
9	Escoto-Cervante	Yissel	310
10	Cantu	Alejandra	208

11	Vargas	Irais	210
12	Delgado	Juda	201
13	Leyva	Luis	201
14	Malpica	Marcos	201
15	Negrete	Carlos	201
16	Vigil	Jennifer	201
17	Torres	Graciela	210
18	Kiser	Charles	305

**Meyer(208) - Newspaper**

1	Alvarado	Angel	304
2	Madrigal	Rachel	311
3	Reyna	Eliomar	311
4	Arambula-Ruvalc	Juan	209
5	Cruz-Castro	Kimberly	209
6	Baez	Nahum	309
7	Villalobos	Christian	309
8	Horn	Charles	310
9	Madrigal-Romo	Omar	310
10	Reyes-Torres	Jorge	310
11	Ramirez	Francisco	208
12	McIntosh	Aliyah	208
13	Cruz-Castro	Maydelin	208
14	Huertas	Naishalee	210
15	Ramirez	Rosalinda	210
16	Villa-Pino	Brian	210
17	Guajardo	Pedro	201
18	Ramos-Rivera	Roberto	305

**Travier(201) - Academic Games**

1	Abbott	Richard	209
2	Aguilar	Cassandra	309
3	Aiken	Savannah	310
4	Albarran	Francisco	210
5	Aquino	Daniela	208
6	Brooks	Alexander	310
7	Calzada-Medina	Jacqueline	309
8	Cavin	Richard	210
9	Diaz	George	309

10	Franco	Javier	201
11	Garcia	Melissa	208
12	Gonzales-Barnes	Jessica	309
13	Hernandez	Raymundo	210
14	Jackson	La'Neiya	201
15	Lopez-Garcia	Mario	209
16	Morris	Juan	310
17	Orozco	Gabriela	310
18	Payne	Jasmin	210
19	Ramirez	Alondra	201
20	Ramirez	Gwendalin	208
21	Rios-Ramirez	Gabriel	208
22	Sancen	Nazli	208
23	Sanchez	Angel	310
24	Villa-Araiza	Erasto	310

**Beavers-Looney(210) - Music Appreciation**

1	Walton	Malik	304
2	Perez	Jose	304
3	Miles	Kintae	311
4	Moreno	Jessica	311
5	Llamas-Ruvalcab	Julissa	209
6	Florentin-Castr	Raul	309
7	Madrigal-Arregu	Paulina	309
8	Orozco	Emily	310
9	Rodriguez	Alondra	310
10	Sanchez-Romo	Estefania	310
11	Flores	Rosalinda	208
12	Dominguez	Belen	208
13	Arias-Hernandez	Heriberto	208
14	Berres	Alanna	201
15	Cervantez	Alberto	201
16	Martinez	Cruzjacob	201
17	Gonzalez	Itzel	210
18	Cavin	Ariel	305

**Jackson(311) - Reading Strategies**

1	Alexander	Natalie	304
2	Guajardo-Caraba	Anthony	209

3	Martinez-Acosta	Deanna	209
4	Ramirez	Mario	209
5	Solano	Luis	309
6	Jones	Bryant	309
7	Gonzalez	Carolina	309
8	Ray	Deriontae	310
9	Mendez	Jesus	310
10	Dominguez	Roberto	310
11	Cassavoy	Jason	310
12	Lopez	Miguel	208
13	Mayorga	Sonya	208
14	Morales	Adrian	208
15	Hamrick	Austin	208
16	Martinez	Marisol	311
17	Paniagua	Ismael	311
18	Lopez	Christophe	305

### **Hicks & Pettis(305) - Math Games/Skills**

1	Montano	Jose	304
2	Ahmed	Saifallah	311
3	Lule	Karen	311
4	Mayorga	Angel	311
5	Torres	Cessario	311
6	Dominguez	Victoria	209
7	Ledesma	Gina	209
8	Crain	Veronica	309
9	Gonzalez	Carlos	309
10	Small	Alice	310
11	Patterson	Mikja	310
12	Paniagua	Keysi	310
13	Mejia	Antonio	208
14	Olsen	Spencer	208
15	Ray	Daquan	208
16	Zepeda	Alexa	208
17	Hayes	Kashya	210
18	Elder	Dre'Janae	305
19	Ruiz	Marisa	305
20	Brewer	Daniel	305
21	Dominguez	Sandra	305

22	Rivers	Zion	305
23	Saleh	Adnan	305

**Ortiz(111) - ESL**

1	Almonte-Perez	Cesaniel	209
2	Martinez	Diana	209
3	Zamudio	Monica	209
4	Santiago-Torres	Sarieli	301
5	Orozco	Isaias	208
6	Paramo	Angelica	301
7	Castellanos-Gomez	Gabriel	210
8	Puga	Esmeralda	210
9	Rizo-Albarran	Sherlyn	302
10	Barajas-Gonzalez	Citlalyc	211
11	Barba	Jairo	211
12	Hernandez-Lopez	Lesly	306