



Reform Redesign Report

Wayne Elementary School

Detroit City School District

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Introduction

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

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Executive Summary

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Introduction

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

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

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Description of the School

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

About Us:

At Wayne Elementary, we take pride in working to meet and exceed expectations when it comes to providing our students with the tools they need to succeed. Our high rate of qualified teachers, dedicated parents, and strong community involvement is the key to increasing academic achievement. The school enrolls Pk-5th grade students, allowing them to explore expeditionary learning. Our student population is comprised of 99.9%African-American children in which 92% economically disadvantaged. The number of families within Wayne's zip code that are below the poverty level is 1,846. The migration of the neighborhood due to the mortgage crisis has resulted in a decrease in enrollment.

Wayne is uniquely nestled in the middle of a residential neighborhood where parent-educator partnership is developed. Parents volunteer in classrooms and in the lunchroom to offer their assistance. Parents attend meetings before and after school via LSCO meetings, and on Fridays parents meet with the principal or designee to further identify initiatives that will promote more parent-to-parent interaction. The parent resource and tutoring room allows parents/community access to computers to assist our community to find information about the school or other services, and partnerships from outside agencies that could assist parents with educational and non-educational needs. It is our hope that by building a strong connection between the home and school, the challenge with student attendance will be resolved.

Wayne Elementary is a 2010 recipient of the Skillman Foundation Good Schools Award. The school services PreK-5th grade:

Grade No. Students

*PreK-33

*Kindergarten 63

*First 60

*Second 66

*Third 44

*Fourth 32

*Fifth 32

Total: 330

There are 2 teachers per grade level with exception of 4th and 5th grade in which there is one teacher per grade. Wayne has 4 special education classrooms. All of Wayne's staff (teachers and paraprofessionals) meet or exceed the criteria for Highly Qualified according to the No Child Left Behind Act, including staff with National Board certification. Personnel Files include a signed statement by each staff member attesting to their status of "Highly Qualified." The Human Resource Department monitors the personnel files for accuracy.

In an effort to improve the quality of instruction at Wayne, for the 2012-2013 school year, 45% of staff was replaced. The majority of the teaching staff is tenured teachers who have an extensive background in education and child development. Veteran teachers mentor incoming staff and also allow opportunities for student teachers from universities to learn from their experiences. In addition, Wayne has 17 teachers with the following years of district seniority: 5 teachers have 15+ years, 6 teachers have 9-15 years; 5 teachers 4-8 years; and there SY 2012-2013

is 1 teacher with 0-3 years. Building Administration interviews and places certified teachers in positions most suited to individual strengths and certification.

The Principal serves as chief instructional officer and monitors all staff and programs. The Principal has served for Detroit Public Schools for 23 years as a middle school English teacher, Department Heads for English, Social Studies, and Special Education and Assistant Principal. She has addressed audiences at the Education Conference at Cobo Hall, the Principal Leadership Conference in Southfield, and The Youth summit at Hope Missionary Baptist Church. The Principal has authored an effective intervention model: The Pyramid of Instruction Intervention and at the request of Regional Superintendents of Detroit Public Schools, she presented the model to Principals in December '2009. She was selected by the superintendent to participate in 2012-2013 year-long Fellowship with Excellent Schools of Detroit and was sent to the National Principals Leadership Institute as district representative. The Principal has a diverse background in school improvement planning, school leadership, adult learning, supervision, staff development, data analysis and turning around failing schools. The Principal holds a B.A in English and a M.A in K-12 Education with a cognate in Reading. She has over 100 hours of Professional Development training to her credited.

Offerings:

The Wayne School community of students, parents, citizens and staff believes we can accelerate learning for all students using researched-based strategies. We work collaboratively to provide a safe, clean, orderly environment for our students with the goal of having each student meet or surpass the State of Michigan's levels of achievement. We have partnerships with Greater Zion Baptist church, Starbucks Cooperation, Front Porch Inc., Best Way Auto, University of Detroit Law School and other business and community organizations. Students participate in extra-curricular activities such as the Cheerleading, Dance Club, Science Club, Accelerated Reading/Math, Technology, Physical Education, Science clubs, National Elementary Honor Society, Book clubs, Recycling program, Volleyball, Soccer, Basketball and the Local School Community Organization (LSCO). Increased partnerships with neighboring colleges, libraries and community centers provide art, music, dance, drama (during or after-school) to enrich the curriculum. Volunteer Reading and Business Corps, Church/Civic mentors/tutors have also joined to enhance Wayne curriculum.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

Anthony Wayne Elementary will expand the presence of the traditional public school by providing our students with a rigorous curriculum, innovative real world learning, and technology classes focused on math and science all in a nurturing and supporting environment that incorporates family, staff, and community partnerships. Wayne's commitment to becoming a leader in student achievement and teacher quality will produce self-reliant socially developed students.

Mission Statement

At Wayne Elementary School, the education of each child is our number one priority. Daily instruction focuses on the Common Core State Standards. Staff development is planned to support teachers in their goal of having all students meet or exceed grade level standards. Ongoing, continued improvement of our academic program is our focus with the goal of strong student success. Parental support and enrichment are a focus as well since parents are considered an important part of the school experience. Wayne Elementary School will ensure that all children meet challenging academic standards through powerful learning experiences in a positive, motivating environment.

Beliefs Statement

Wayne Elementary staff is dedicated to providing an environment that is conducive to learning. We believe in providing research proven methods and in using data to drive and improve instruction by:

- *Addressing students basic needs so they can focus on education through a combination of the efforts of, the student, family, school, and community.

- *Having high expectations and challenging objectives produce responsible, self-motivated students that become successful, self-directed learners.

- * Promoting an environment where all students can learn if provided a strong academic program that recognizes and respects each child's unique physical, social, emotional, and intellectual needs.

- *Implementing an educational curriculum that promotes critical thinking and problem solving is necessary in order to equip students with the skills they need to become productive members of society.

- *Providing a structured and safe environment that promotes self-discipline is the backbone of a positive learning environment.

- *Empowering teachers to teach via targeted, effective professional development.

- *Fostering a climate where every individual needs, wants, and deserves to be treated with fairness and respect.

Wayne's curriculum is focused on Common Core State Standards and the District's Academic Plan via the Scope and Sequence. This tool, developed by the Principal, infuses state standards with Curriculum Framework which is used by teachers as they write weekly lesson plans. Teachers collaborate in grade level teams to ensure continuity across the grade levels. Teachers use various instructional approaches such as differentiated and tiered instruction to maximize student comprehension.

To check for student understanding, assessments are done to monitor student performance throughout the school year. A Comparative Data Analysis of the following assessments: DIBELS, MEAP, and Quarterly Benchmark Assessments are reviewed to uncover common trends in SY 2012-2013

the areas of reading and math where students experience difficulty. Key concepts are also identified by the Data Team to determine gaps and overlaps.

Data Teams are the first step in developing meaningful formative assessment practices: 2011 was the first year of implementation. Staff support will continue to be provided via the Data Team leader who meets with Principal monthly to discuss findings. Data analysis practices and reporting strategies will be monitored by the Data Team. The Team provides a spreadsheet report for each class and student via MClass and Data Director so teachers can monitor their own students' progress which will be reviewed in PLC meetings. SIF and intervention specialist (via WRESA and MSU) will be invited to Data Team meetings to maintain a focused dialogue around data. Data Teams in collaboration with SIP teams select staff development and effective instructional strategies.

The staff engages in the development of a building-wide system of learning that re-aligns the curriculum to standards as they are revised. When problems are discovered, staff is encouraged to participate in relevant professional development opportunities via on-site, off-site and through solutionwhere. PD is ongoing and tied to CAN and the reform plan at the building, district and state level.

Each year (beginning with the 2010 school year through 2015), it is intended that teachers professional growth activities will be aligned with specific goals and objectives as delineated in the Plan. The SIP Team and/or the Data Team will decide on specific activities to achieve the SMART goals. These activities will become part of the Wayne's professional development opportunities. To encourage 100% professional growth of the staff, individual staff may design professional development activities geared toward SMART goals.

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.

School Improvement and the continuous process of implementing and evaluating the programming is part of the fabric of the school culture at Wayne. Under the leadership of the principal, the plan has been written the following data sources: Michigan Education Assessment Program (MEAP-testing years: 2008-2012), Accelerated Reading and Math reports, Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Instruction Learning Cycles 1-4, and Benchmark Quarterly Assessments 1-3. Additional information used included teacher, parent and student surveys, parent conferences attendance rates (years: 2008-2012), Title I meetings attendance rates(years: 2008-2012), professional development attendance rates (years: 2008-2012), and participation rates of the Local School Community Organization meetings (LSCO-years: 2008-2012). Review of the SPR 40 Stands and Standards was conducted:

*Strand I - Teaching for Learning:

- Standard 1 - Curriculum
- Standard 2 - Instruction
- Standard 3 - Assessment

*Strand II - Leadership:

- Standard 1 - Instructional Leadership
- Standard 2 - Shared Leadership
- Standard 3 - Operational and Resource Management

*Strand III - Personnel and Professional Learning:

- Standard 1 - Personnel Qualifications
- Standard 2 - Professional Learning

*Strand IV - School and Community Relations:

- Standard 1 - Parent/Family Involvement
- Standard 2 - Community Involvement

*Strand V - Data and Information Management:

- Standard 1 - Data Management
- Standard 2 - Information Management

Review of SPR 40 identified our strengths as:

*Strand I - Teaching for Learning

- Standard 1 - Curriculum

*Strand II - Leadership:

- Standard 1 - Instructional Leadership
- Standard 2 - Shared Leadership
- Standard 3 - Operational and Resource Management

*Strand III - Personnel and Professional Learning:

- Standard 1 - Personnel Qualifications
- _Standard 2 - Professional Learning

Our weaknesses, based on the SPR40 are:

*Strand I - Teaching for Learning

- Standard 2 - Instruction
- Standard 3 - Assessment

*Strand IV - School and Community Relations:

- Standard 1 - Parent/Family Involvement
- Standard 2 - Community Involvement

Action plans were developed for each area of weakness: Math, Reading, Writing, Social Studies and Science. The process used for reaching a consensus on areas of strength and needs was accomplished through whole group discussion. Once all arguments have been presented, a vote was taken to prioritize which areas would be addressed first. The needs were determined by the Data Team who presented their findings to the SIP Team. This information was shared at the first Wednesday of June at staff meeting for preparation for the new school year 2012-2013. On June 18, 2012 all stakeholders met to review the needs assessment for the current and upcoming school year: Principal, (5) LSCO/parents, (5) staff members, and (2) community partners. All stakeholders agreed that all areas cited in the CNA should be reassessed. The purpose for the meetings was to develop action plans that align with the goals and objectives outlined in the district's Academic Plan and the Common Core State Standards.

Parents were directly involved via meetings (10), surveys, etc., Information and input was solicited from them via monthly parent meetings and monthly "Coffee With the Principal" meetings. Parents were asked questions such as:

1. How would you rate the overall climate of the school?
2. How would you rate the overall educational programs in the school?
3. How would you rate the overall satisfaction in your child's teacher ability to educate your child?

To ensure that parents understood the information given or requested of them Wayne's Parent Network constellation rep and counselor were made available. In addition, continued review of plan will be conducted every second and fourth Wednesday at grade level and curriculum meetings where a comparative analysis of student performance using MEAP data Instructional Learning Cycle and District Benchmark Assessment data will be studied. Results are discussed in Professional Learning Communities where teachers address differentiated learning in their classrooms, enrollment/mobility trends, students with special needs, professional development opportunities and achievement gaps in the areas of reading, math, science and social studies.

Additional Information

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

Perception Data: Open dialogue between parents, community, staff and administration has strengthens the relationship between home and school and has had a positive effect on student achievement. All parents will be encouraged to actively participate on a daily basis in all School Improvement Planning via Surveys/Suggestion Box located outside the main office. Surveys are also available to parent during quarterly parent teacher conference, monthly parent meetings and the Annual Title I meeting. Topics such as School Climate, School Bullying and Harassment, Workshops and Volunteer Coordination are surveyed.

Based on past surveys, SIP team discovered that parents wanted more workshops based on strategies to increase student achievement and address personal needs. Overall 92% of Wayne's parents are either "Very Satisfied" or "Somewhat Satisfied" with the school. A site visit by Excellent Schools of Detroit scored Wayne's overall effectiveness as "strongly agree-agree" and 'yes' 100% in all categories. This % contradicted the staff survey (conducted by the same entity) that scored the school as 'partially organized. It is important to note that the survey was conducted after staff was informed that some of them would not be selected to return for the new school year based on their achievement data for the past two years.

Transformation Redesign Diagnostic

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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.

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PART A: REFORM TEAM PERSONNEL

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

Reform Team Personnel:

Pamela Askew, Principal, pamela.askew@detroitk12.org

Kim Winston-Radden, Academic Engagement Administrator, kim.winston-radden@detroitk12.org

Kimberly Capron, Instructional Specialist, kimberly.capron@detroitk12.org

Ramona Dixon, School improvement Chair, ramona.dixon@detroitk12.org

KeKe Garrison, Title I Parent, keke.garrison@yahoo.com

Alton McIntyre Jr., Title I Parent, alton.mcintyre@yahoo.com

Cherokee Jones, Title I Parent, chejones@yahoo.com

Jean Vortkamp, Community Partner, frontporchdetroit@yahoo.com

Rev J.D. Hill, Faith Based Partner, Mt. Zion Missionary Baptist Church

Catherine Gray, MSU Intervention Specialist, graycat@msu.edu

Kate Civil, School Improvement Facilitator WRESA, acivil@comcast.net

Bilal Tawwab, District Representative, bilal.tawwab@detroitk12.org

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.)

Following the announcement of Wayne's Priority status, stakeholders: Principal, (3) LSCO/parents, (5) staff members and (2) community partners met to review and discuss the following data: achievement, demographic, perception and process.

Based on our achievement data, the Z-Scores revealed that the 2 year averages for all core subjects are far below the state average: Reading -2.1326, Math -2.0005, Social Studies -1.3779 and Science -0.9488. To put the gaps into perspective with Wayne's scores from The Michigan Education Assessment Program-MEAP (which were further unwrapped in the Golden Package), over 50% of our students are one to three grade levels behind other students as compared across the state in two or more core subject areas.

As a result, Wayne's stakeholders approved two whole school reform models: the Direct Instruction Model and the Expeditionary Learning Model to transform our teachers' instructional practices by forcing teachers to teach students the basic foundational skills (direct instruction) as preparation for a rigorous curriculum (expeditionary learning) supported by the Common Core State Standards. By combining the two reform models, teachers will use subject specific pedagogy that in order for them to properly teach they must first explore the activity for themselves and think about all of the possible findings students could have. These thought processes will then be included into the procedure part of the lesson.

Further, our data supports the need for rigorous staff development that is directly aligned with our whole school reform models, classroom observations and structured to allow adequate time for teacher collaboration. It is crucial that we involve our parents in this process.

What Works: Results-Based Staff Development, 2002, suggests job-embedded professional development that is grounded in the day-to-day teaching practice and designed to enhance teachers' content-specific instructional protocols with the intent of improving student learning will foster instructional reform.

Instructional reform will be realized through professional development activities that will take place monthly for 3-5-hour and address all core subjects. To maximize the effectiveness of the activities, subject specific parent workshops will be offered with the intent to increase student achievement in all core areas and bridge the gap between home and school.

Professional Learning Communities (PLC's) held two-hours every third Wednesday of the month, will allow time for teachers to collaborate and explore practices that add value to the classroom instruction. Through this collaboration teachers will demonstrate an understanding of subject matter and research best practices that produces rapid results. We will pilot a Parent Learning Community as a community outreach. This outreach will inform the staff about demographic changes within our community that could affect student learning. The creation of both types of PLC's will promote active learning throughout the school community.

This active learning will generate data driven decision-making among our staff and parents. Staff data dialogues will occur during level bi-weekly grade level meetings. Parents will engage in data chats with the Principal or designee during monthly parent meetings. The conversations will focus on collecting, analyzing, and using the Northwest Education Association Measures of Academic Progress (NWEA-MAP) and MEAP to complete quarterly instructional learning cycles. Teachers and parents will benefit from the rapid turnaround of test results. Teachers and parents will be able to make more informed decisions on the way they use, view and talk about achievement data.

It is the belief of the staff at Wayne Elementary that by concentrating on:

1. Rigorous Professional Development
2. Creating Professional Learning Communities
3. Using Data to Drive all Decisions

we will reduce gap in all core subjects and increase student achievement over the reform period and beyond.

State what data were used to identify these ideas.

Wayne's stakeholders: the Principal, (3) Parents: KeKe Garrison, Cherokee Jones Alton McIntyre, (2) community partners : Jean Vortkamp, Rev. J.D. Hill, and (4) Staff: Janae Burch , Ramona Dixon, Kim Winston-Radden, and Kimberly Capron met on August 8, 2012 to re-examine MEAP scores , our Z-Scores, and in November, the Northwest Evaluation Association Measures of Academic Progress (online assessment - NWEA-MAP) and the Golden Package analysis of our MEAP data. The purpose for these meetings was to develop a reform plan that aligned with the goals and objectives outlined in our transformation model, the District's Academic Plan, and the Common Core State Standards.

Our meeting resulted in the approval of two whole school models to transform our teachers' instructional practices and the way they view, discuss and use data to drive instruction. Direct Instruction and the Expeditionary Learning Model were selected. In short, the Direct Instruction Model is proven to show teachers the most effective way to teach basic skills via of whole to small group instruction, differentiation of instruction, guided practice, independent practice and assessment. The implementation of this model will provide students with a strong foundation and prepare them for a rigorous curriculum supported by the Common Core State Standards. The Expeditionary Learning Outward Bound Model is transforming our classrooms into places that emphasize high achievement through active learning, character growth, and teamwork. The components of Expeditionary Learning are (©2011-2012 Expeditionary Learning-Harvard:

1. Learning Expeditions: challenging, interdisciplinary, real-world projects and in-depth study that supports literacy and addresses academic standards of content
2. Active Pedagogy: that helps students become active and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given.
3. School Culture and Character: Expeditionary Learning builds shared beliefs, traditions, and rituals in order to create a school culture of active learning.
4. Leadership and School Improvement: Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.
5. School Structures: Expeditionary Learning schools use longer and more flexible schedule blocks, common planning time, heterogeneous groupings, and/or looping to ensure student success.

Two research reports published in 2010 highlighted Expeditionary Learning's impact. In Rochester, NY, students in Expeditionary Learning schools made statistically significant and substantial gains compared to students in non Expeditionary Learning schools. In a larger study of more than 11,000 students in eight states, students attending schools with strong fidelity to the model experienced significantly greater test score gains than non-EL students on math, reading, and language usage tests (©2011-2012 Expeditionary Learning, Harvard).

The Direct Instruction and the Expeditionary Learning models were introduced to our staff at the start of the school year.

To begin the process of learning these models, teachers used the all four data sources:

1. Achievement-MEAP, NWEA-MAP, the Golden Package of MEAP analysis and the Z-Scores to search for trends or patterns that are the cause for gap in core subject areas. In small group and one-on-one discussions that involved the Principal, Academic Engagement Administrator and the Instructional Specialist, teachers analyzed MEAP and Z-scores to determine whether or not their teaching protocol for the current year's curriculum was effective. These conversations guide teachers to strive for a student mastery of 70% or higher in order to meet the cut off scores and reduce the gap.

2. Process: How can we reform instruction? What percentages of our teachers implement strategies they learned via professional development? The instructional process has been adjusted to allow for grade level planning time so teachers can align instruction to MEAP, CCSS and benchmarks. Professional development based on our data sources offers teachers monthly 3-5-hour Professional Development activities that addresses all core subjects with the goal of reducing gap and working to reach students mastery of 70% or higher. Success indicators are based on the changes in the school culture from an instructional platform to a learning platform intended to increase student achievement.

This new learning platform is transforming our teaching staff into scholars who collaborate via Professional Learning Communities. These communities meet for two-hours every third Wednesday of the month to immerse themselves into the study of best practices that focuses on protocol that adds value to the decisions teachers make about instruction and data use.

3. Perception: During the transformation of our school, do our community/parents feel that we are meeting the needs of our students? To build community and improve parental perception of our school's transformation, Wayne uses quarterly surveys that are attached to each student's report card and/or placed on our information table located in the main hall. The surveys are used to gauge our effectiveness based on the communities/parents perception of the changes we are making in our school. Parent volunteers are asked to assist the school in the return of the surveys. The goal is to have 75% of our surveys returned each quarter.

4. Demographics: What changes have taken place in our community? Will it affect student achievement? Teachers/staff are encouraged to attend parent suggested workshops that are offered throughout the school year so they will understand the whole child and bridge the relationship between home and school.

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.

After a rigorous process (interviews that included three tests: Gallup, writing and communication), in 2005 Pamela Askew was accepted into The Detroit Public Schools Center for School Leaders as a candidate for The Principal's Academy (founded in 2001 under the direction of Marilee Bylsma). The year-long program helped candidates develop tools that would empower them with the capability to research, innovate, pioneer and implement programs beneficial to their school environment. Towards the end of the program, candidates shadowed successful Principals for several days as an expeditionary learning experience. To complete the program, candidates interviewed for 3-5 schools seeking new leadership. A panel of 6-8 school stakeholders asked questions regarding school climate, data, school budgets and parental involvement. Ms. Askew was the top choice for five out of five schools. However, due to her extensive background in teaching and learning, data analysis, and as an intervention strategist, Ms. Askew was encouraged by Dr. Oscar Abbott, former Assistant Superintendent for Detroit Public Schools to accept the position at Bethune Academy.

Under the leadership of Pamela Askew, (2006-2008) she turned around Bethune Academy from a school in Phase 6 to a school in Phase 0-Alert which earned her recognition from the State of Michigan.

Published in the April 29, 2009, Michigan Education Digest Daily, Barbara Byrd-Bennett former appointed chief academic and accountability auditor is quoted "Detroit Public Schools principals who have demonstrated success could be rewarded with multi-year contracts." Principal Askew was interviewed and was selected to receive a multi-year contract for the upcoming school year.

Central to the District's belief that Principal Askew meets the "two year rule," the following reasons have been noted to meet the guidelines under the transformation model:

1. Principal Pamela Askew was assigned to Wayne Elementary the first of July in the year 2010.
2. After turning around Mary McLeod Bethune Academy (twice) :
 - 1st- from a Phase 6 school to Phase0-Alert;
 - 2nd- after consolidation with a failing school in 2008, her leadership success was duplicated when the school made AYP in 2009.
3. In 2009, Principal Askew was selected by DPS Assistant Superintendents Derrick Coleman and Dr. Daveda Colbert to address her peers and share her intervention/accountability model which resulted in improved student achievement.
4. Principal Askew has been selected by Detroit Public Schools' Superintendent of Academics, Karen Ridgeway to participate in the 2012-2013 year-long Fellowship with Excellent Schools of Detroit. The Fellowship of 25 diverse leaders from public and charters schools has provided Ms. Askew with ongoing mentoring and assistance on issues that are most critical to improving instructional practices in staff and in removing obstacles to teaching and learning. Each fellow was sent to leadership institutes across the national to study effective leadership practices. Ms. Askew completed her studies at the National Principals Leadership Institute in New York (July '2012).

5. In November 2012, Principal Askew has been selected by the District's

Superintendent of Academics, Karen Ridgeway to serve on a 2012-2013 Diagnostic Team. The team's purpose is to provide school leadership "support for the district's and school's vision in the area of Teaching and Learning and Systems and Operations."

The District's philosophy of school improvement is highly focused on research-based school turnaround models proven to accelerate students and schools to high levels of achievement, increase graduation rates, decrease dropout rates, and reduce disproportionate rates of referrals to special education has led the district to believe that Principal Askew's successes makes her the best fit to be a change agent for this Priority school.

Principal Askew's philosophy of school improvement outcomes was taken from the pages of Accelerating Lean Six Sigma Results. The key components of her philosophy are to:

- *develop the core competency of Improvement Excellence and an enduring infrastructure of success
- *deploy a model that aligns improvement to the critical and selective strategic needs of the district with a primary focus on rapid and sustainable performance
- *supply staff with proven guidance on how to lead and sustain improvement, transform culture, and achieve high performance
- *provide new, practical strategic improvement applications supported by case studies based on several Lean Six Sigma benchmark successes and SMART goals

The District is currently working to create the Office of School Turnaround and will include the following staff:

- (1)Assistant Superintendent for Priority Schools
- (2)Priority School Coaches
- (3)Priority School Budget Implementation/Compliance Officer
- (4)Statewide System of Support

Further, 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
- The turnaround for selecting a principal is approximately 30-days. Removal of an ineffective principal is immediate.

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 and school leaders that is based on the following:

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

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

Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. Excellent teaching must be at the center of any successful school district. Excellent teachers, however, are not simply "found" and left to work magic in classrooms. They must be supported and developed over time to achieve greater results with their students year after year. Individuals at all levels of the district play a crucial role in this process - from district administration to principals, from coaches to teachers - everyone must work to uphold rigorous standards for teaching and support teachers to attain it. Ensuring that our students have the best teachers from their first day in Detroit Public Schools until they graduate is the most critical responsibility we share.

Our belief that all students in Detroit Public Schools can achieve at a high level drives every action that we take as the adults responsible for their success. We recognize that in order to make Detroit Public Schools excellent, we must all understand our common goal, continuously and objectively assess our progress as individuals and teams and then take strategic steps to improve. Our new Teacher Evaluation and Professional Development System put Detroit on a path to accomplish the ambitious goals we have set for the district, its employees, and most importantly our students.

The Teacher Development and Evaluation Rubric:

To ensure that we are assessing quality teaching in the classroom with most rigorous standards, Detroit Public Schools will weight a teacher's evaluation as 60% of the total teacher evaluation score. The Teacher Development and Evaluation rubric is designed to comprehensively define "excellent teaching" for the Detroit Public Schools and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year.

In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark assessments) as 25% of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.

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Principal Evaluation Tool/Process

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

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

Teachers and the principal's bi-weekly data dialogue are to support teacher effectiveness.

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 key strategy for the Effective Staff Reward Initiative, Wayne is working on a career pathway/ compensation system for teachers and staff. To launch this initiative, feedback was obtained from instructional and non-instructional staff (October '2012) on how to implement and measure its effectiveness. Using guiding questions from Providing Performance-Based Incentives, staff met in teams of 4-5 to write objectives. Each team met with the principal to present their objectives and to reach an agreement on which objectives would best support Wayne's transformation. The principal and the union reps for the school met in November '12 and reached an agreement on the following objectives:

1. Provide leadership development for teachers/staff who desire to expand to their leadership positions within the school;
2. Incorporate more rigor and transparency to the selection and training of teacher leaders and other staff.
3. Make recommendations about which leadership roles could be implemented more broadly in the district;
4. Provide targeted and relevant PD for all staff with the resources and support that can help them improve their practices and become more skilled and effective by incorporating such strategies making them more marketable;
5. Teachers/staff who attend on-site and off-site PD are rewarded via praise, certificates, funding for approved class projects and additional points that are used in end-of-the-year evaluations;
6. Implement new compensation models in order to create alternatives to merit-based pay, such as incentive grants (written by the school) and career-based pay tied to new roles and responsibilities such as consultants; and
7. Expand career paths to support highly effective teachers in taking on new leadership roles and responsibilities, such as mentoring and instructional coaching which could lead to promotions that will increase employee pay.

By secret vote, the staff agreed on the following individuals will be the writing team for the reward process: Pamela Askew, Principal; Ramona

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Dixon, Teacher; Janae Burch, Teacher; Cheryl Cowan, Facilities Manager; and Cherokee Jones, Parent.

Selected team members will in-serviced the staff in January 2013 about the reward program to ensure that everyone has a high level of understanding of the program and the criteria which will be determined by the following data: achievement, perception, demographic and process. Our goal is to have complete 'buy-in,' from the staff so they can view the rewards large enough to motivate extra effort.

Teachers/staff who show 10% gains during the monthly monitoring period will receive certificates, praise, and public acknowledgement via teacher of the month. Non-instructional staff that improve efficiency in other areas of the school such the main office, cafeteria, custodial by 10% will be rewarded via certificates, praise and employee of the month status.

Teachers who show continual growth of 15% or higher in DIBELS, Star Reading and Math which should transcend to increased achievement on NWEA-MAP and MEAP, thus closing the gap on our Z-Score will receive funding for approved class projects, praise, and teacher of the month status. Non instructional staff who improve efficiency by 20% will be treated to lunch by the administrative team.

Teachers who show steady growth of 30% or higher during the monthly monitoring period are rewarded via:

1. Teacher of the Month (displayed in the main all);
2. Public acknowledgement at parent meetings;
3. Special lunch provided by one of our business partners;
4. Certificates;
5. Lead Teacher status;
6. Lead consultant for staff professional development with paid stipend;
7. Attend Conferences for training purposes;
8. Special Parking Space. Non-instructional staff that improves efficiency by 40% or higher will be recognized at a special luncheon by sponsored by one of our business partners and receive certificates.

The following indicators will be used to determine eligibility for rewards: surveys, increased student achievement, reduction in complaints, improve school perception, implementation of professional development strategies in the classroom, increased attendance, and increased parent involvement.

When struggling teachers are identified by administration, a Cycle of Assistance is put into place to ensure coaching and mentoring are provided. When teachers are not able to meet the standards and expectations of the District, they are given more formalized assistance in the form of a Performance Development Plan. This plan, written collaboratively between the teacher and the administration, ensures that the teacher will receive high quality assistance as well as time to remediate the deficiencies. Working through a Cycle of Assistance, areas of need are identified, specialist are assigned (on-site and external), and weekly assistance is provided. Specialist are given time during the work day to observe, model, and conference with teachers, while the teacher is also given time to observe and conference with the specialist as needed.

Timeline: Sept-Oct. '12

Activity: Plan-Critical Reflection on Teaching Practice

Responsible: Principal, Academic Engagement Adm, Instructional Sp,Coaches and PD

Activity: Implement-Task-Focused Support)

Timeline: Nov.-April. '13

Responsible: Principal, Academic Engagement Adm, Instructional Sp,Coaches and PD

Activity: Evaluate-DPS Evaluation Rubric will be used

Timeline: Feb.-April '13

Responsible: Principal, Academic Engagement Adm

Activity: Next Steps-Determined by End-of-the-year eval

Timeline: May-June '13

Responsible: Principal, Academic Engagement Adm Leadership Evaluation

The rating system of our current teacher evaluation process will have an impact on job renewal for ratings below district mandates. The removal of principals is attached at the end of the document.

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.

Professional Development will focus on planning, implementing, and evaluating effective instruction. To determine staff development needs, the reform planning team reviewed achievement data from MEAP, MAP, DIBELS and IEP's. The data was consistent over a 2-year period with the Golden Package analysis of the MEAP.

Reading Professional Development will target direct instruction and expeditionary learning based on a 12% difference between SWD and students without disabilities as measured by the MEAP in ELA. Reading for SWD is 70% with all students scoring at 80% leaving a 10% gap. However, 2011 cut scores dictate that 3rd graders are at 27% while SWD are at 17% leaving a 10% gap. 4th graders show 37% in reading. 5th grade shows 47% with SWD at 0%. All students score a total of 13 % in writing for 2011 which is far below the state or a Z-Score of -1.7205 and in reading a -2.1774.

Math Professional Development will focus on best practices in the classroom. Lead Math Teacher and district math instructional specialist will provide on-site support for teachers on how to differentiate math instruction via modeling lessons, collaborative teaching, sharing of information, and after school programs. The fact that Wayne made AYP in math with 86.6% in 2010 is irrelevant when comparing the percent of SWD at 77%. Cut scores for 2011 show only 3% for all 3rd graders proficient in math and 0% of our 5th graders for a Z-Score of -2.0005.

Science Professional Development will train teachers for the effective implementation of Expeditionary Learning. This training equip science teachers to link academic content to adventure, service, and character development through a sequence of connected, interdisciplinary, project-based learning expeditions. Last year, there was a 7% difference between SWD and students without disabilities on the MEAP. At Wayne students scored at 77.9% and the state at 81%, there was a 5% gap. The 2011 cut scores show all students at Wayne with 0% or a Z-Score of -0.9488.

Social Studies Professional Development will center around Direct Instruction, Expeditionary Learning, and Differentiated blend of art with the Social Studies curriculum. Last year, students at the feeder school scored 51% proficient, however, Wayne SWD performed at 13.6% on informational text and students with disabilities perform at 24 % producing a 10% gap or a Z-Score of -1.8757

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In gauging the effectiveness of professional development, the indicators we have selected are based on the implementation of strategies within the instructional practices of our teachers, student work samples, teachers receiving performance-based incentives, and a 10-30% or higher increase on performance benchmark assessments and/or other locally developed assessments (DIBELS, NWEA-MAP and MEAP).

Another indicator of success, all participants will independently develop classroom and individual student goals on interim monitoring assessments to ensure they meet the school's goal of 70%% (over three years) of the students meeting content-targets. A proficiency increase of 15-20% by the end of the first reform year is expected to show that the professional development is being implemented into the teacher's daily routine. Each participating teacher's goals will be reviewed by the administrative team who will provide individual feedback to each teacher with suggested lesson plan content and instructional strategies to assist them in meeting those goals.

Another example would be for first-grade teachers and special education teachers to demonstrate understanding of grade-appropriate reading skills in the following areas: phonemic awareness, phonics, decoding, recognition of sight words, and fluency. This should translate to higher percentages on benchmark test and DIBELS. In the second year of the plan, these same students should be independent readers as second graders. All successes will be documented via observations, walkthroughs, and performance-based rewards

Professional Development Focus:

Activity: Provide professional development on-going in all direct service programs teachers of PK-5 students

Responsible: Specialist, Administrators, Teacher leaders, outside consultants

Timeline-September -June 2015

Indicators of Success: Staff will keep apprised to expectations in state assessments; training will be evident in classroom instruction, teachers will be rewarded for attending

Assessment Focus:

Activity: Utilize multiple measures for assessing and monitoring student progress including curriculum based measurements in all direct service programs of K-5 teachers

Responsible: Teachers, Administrators, Specialist, outside consultants

Timeline: ongoing

Starting with August 2013, teachers/staff will be engage in professional development such as direct instruction, differentiated instruction, curriculum mapping and project-based learning.

A calendar has been attached at the end of the document.

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.

To recruit and retain the highest quality staff and teachers and maximize their effectiveness the principal must become a change leader. This change is communicated from the first day of school until the last day of school to produce "quick wins".

Principal Askew who was selected by the district to attend the National Principal's Leadership Institute employed best practices by those in the business world such Charlotte Frank Sr.VP, Research and Development at McGraw-Hill on how to recruit and retain the best staff. According to Ms Frank, give your people access that connects resources to build a fully engaged staff."

After much dialogue, Wayne's administrative team and school improvement chair agreed that the following strategies are key to increased opportunities for staff's professional/career growth:

1. Staff career goals need to be aligned to those of the district and the school.
2. The principal must continually develop her staff on not just any skill, but those competencies needed by the district/school to succeed.
3. Staff engagement must be visible in every area (i.e. professional development, volunteering in the school). This is a key factor in ensuring high performance.
4. Professional development opportunities for staff must be linked to strategic goals.
5. Identify talent early for new roles within the school or district.
6. Help staff to develop the skills required to achieve target goals through such activities as coaching, career development, mentoring, internal training, shadowing and project work.
7. Create an environment in which staff feels safe to step out of their comfort zone.

Steps for implementation:

1. The team must identify reasons to implement career opportunities for staff, formulate a purpose, and outline measurable goals.
2. The team must conduct a needs analysis to determine the areas in which the school needs assistance.
3. The team must review staff qualifications, as well as what resources staff will need to advance.
4. Present the needs assessment to the staff.
5. The team must create two-way-communication for staff to ask questions or cite concerns.
6. Offer professional training from on-site and outside consultants to assist staff in their career aspirations.
7. Develop a marketing plan and outreach strategies to promote our school (i.e. school webpage)
8. Form relationships with local colleges and universities for student teachers to reach at Wayne.
9. Make a recruitment video for respective teachers.
10. Track retention trends (why are our teachers leaving).
11. Coordinate quarterly update meetings with new teachers to ensure successful on-boarding (i.e. peer mentoring).

Promotions/Flexible Working Conditions:

Promotion and career growth opportunities will be supported through professional learning on all levels: local, state, and national conferences; and solutionwhere training. In addition, qualified staff will be given strong consideration for promotions via recommendation to the district's Human Resource Dept. as positions are posted. Incentives will be provided to staff for meeting student achievement goals.

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Teachers who are highly effective will be entrusted to take the lead on new initiatives such as The SEED model which empowers staff as curriculum designers. The highly qualified teacher will have full autonomy to solidify and build the culture of teaching and learning at our school. This collaborative model brings together staff to learn from each other, refine their skills to improve student performance, and self assess their progress. Wayne will be reviewing new models such as SEED in Fall 2013/2014:

Components of SEED-

1. Active, hands-on learning;
2. Conceptual learning that leads to understanding with acquisition of basic skills;
3. Meaning, relevant experiences;
4. Interactive teaching and cooperative learning; and
5. A broad range of across the curriculum learning experiences.

Teacher Retention Plan: 2012-2014

Timeline: January, March, April

Activity: Create a school-wide school climate survey and exit interview instrument (on Survey Monkey).

Persons Involved: Administration

Timeline: March, May

Activity: Meet with principal to ensure teacher/staff participated in the school climate surveys to ensure validity, reliability and adequate participation

Persons Involved: Administration, Teachers

Activity: Timeline: March, May

Activity: Meet with principal to ensure teacher/staff participated in the school climate surveys to ensure validity, reliability and adequate participation

Persons Involved: Administration, Teachers

Timeline: June

Activity: Conduct exit interviews (person-to-person) or on Survey Monkey with all teachers who are either retiring/resigning from the district or are transferring from one school to another within the district

Persons Involved: Administration

Timeline: August/Sept

Activity: Meet with administrative and school improvement chair to create a retention action plan for the new year. . Discuss staff climate surveys and exit interviews to analyze and identify potential issues prior to school starting.

Persons Involved: Administration, SI Chair, School Union Rep

Timeline: Sept/Oct

Activity: Facilitate appropriate steps as necessary to address identified issues

Persons Involved: Administration, SI Chair, School Union Rep

Timeline: Nov

Activity: Report climate survey results to the planning team. Meet to discuss implementation of retention protocol.

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Persons Involved: Administration, SI Chair, School Union Rep, Reform Team (RT)

Timeline: Nov, Jan, March, April

Activity: Survey climate; Make adjustments

Persons Involved: Administration, SI Chair, School Union Rep, Parents, (RT)

Timeline: May-June

Activity: Analyze results and compare to previous survey to monitor progress.

Persons Involved: Administration, SI Chair, School Union Rep,

Timeline: June

Activity: Analyze retention data, climate surveys, and exit interview data for new school year.

Update Teacher Retention Plan

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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.

Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). "No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources (Hamilton et al., 2009)." With that said, Wayne will use the following data sources to inform our decisions about instructional program: achievement, process, perception and demographic. During our November planning meeting, the principal worked with the reform team to identify appropriate target areas by reviewing student assessment data and observing teacher grade level meetings. The team's objectives for data use included that all teachers would:

- engage in quality professional learning at least regularly to ensure delivery of effective instruction for students, and
- collect student data from several sources"responses on standardized tests, writing samples, and projects"and meet weekly to analyze, interpret, and use the data to adjust instruction and plan lessons.

Based our achievement data, the Z-Scores revealed that the 2 year averages for all core subjects are far below the state average: Reading for SWD is 70% with all students scoring at 80% leaving a 10% gap. However, 2011 cut scores dictate that 3rd graders are at 27% while SWD are at 17% leaving a 10% gap. 4th graders show 37% in reading. 5th grade shows 47% with SWD at 0%. or -2.1326 (gap); Math Cut scores for 2011 show only 3% for all 3rd graders proficient in math and 0% of our 5th graders for a Z-Score of -2.0005; Social Studies SWD performed at 13.6% on informational text and students with disabilities perform at 24 % producing a 10% gap or a Z-Score of -1.8757; and Science scores show all students at Wayne with 0% or a Z-score of -0.9488.

The achievement gaps with respect to the MEAP scores (which were further unwrapped in the Golden Package) show that over 60% of Wayne's students are one to three grade levels behind other students as compared across the state in two or more core subject areas.

As a result of our findings, teachers/staff will be involved in rigorous professional development to learn how to properly implement research-based instructional strategies that are aligned with the school's adoption of whole school reform models: Direct Instruction and Expeditionary Learning. the Direct Instruction Model is proven to show teachers the most effective way to teach basic skills via of whole to small group instruction, differentiation of instruction, guided practice, independent practice and assessment. The implementation of this model will provide students with a strong foundation and prepare them for a rigorous curriculum supported by the Common Core State Standards. The Expeditionary Learning Outward Bound Model is a way to add rigor by transforming classrooms into places that emphasize high achievement through active learning, character growth, and teamwork.

In addition, administration will regularly participate in grade level meetings and observed classroom instruction to assess the effectiveness of the strategies acquired from the professional development, the implementation of our whole school reform models within the classroom and provide feedback for improvement. Feedback will be used to plan parent workshops as a way to provide students with additional support.

Bi-monthly data dialogues with the Principal/designee with each teacher will be become the normal routine at Wayne as we conduct quarterly curriculum audits to find out what is being taught and if it is consistent between teachers of the same grade level. These conversations will the catalyst by which the Professional Learning Communities will center around. Information shared will be used to prepare school, grade level or course outlines that are vertically aligned. Align key concepts identified in the curriculum to state and district standards will inform

decisions reduce gaps and determine overlaps between the MEAP and CCSS.

Viewing process data on how can we can reform instruction, will occur with data driven decision making. The process via monthly meetings will lead teachers to make adjustments to allow for grade level planning time so they can align instruction to MEAP, CCSS and benchmarks. Additional, support for this process will be offered via professional development. Success indicators are based on the changes in the school culture, 70% or higher in student mastery (over 3 years), and reduction in gap.

The reduction in gap across all core subjects will foster a feeling of community and improve parental perception of our school's transformation, quarterly surveys that are attached to each student's report card and/or placed on our information table located in the main hall will gauge our effectiveness based on the communities/parents perception of the changes we are making in our school. Parent volunteers will assist the school in the return of the surveys. The goal is to have 75% of our surveys returned each quarter. According to the Center for Public Education, students with involved parents, no matter their income or background, are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes and earn credits
- Attend school regularly
- Have better social skills, show improved behavior and adapt well to school
- Graduate and go on to post-secondary education

What happening in our community is everyone's business at Wayne. Therefore, teachers/staff will earn incentive for volunteering to attend parent workshops that are offered throughout the school year. This type of commitment from our teachers will help them to understand the whole child and bridge the relationship between home and school.

Timeline is attached at the end of document.

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.

As previously mentioned, Wayne reviewed all data sources to determine our need for reform. Based on our achievement data, MEAP, NWEA-MAP, CCSS and Z-Scores will be used as our baseline to implement the Direct instruction Model and the Expeditionary Learning Model. All core areas will be analyzed to create a beginning of the year pretest assessment to inform our implementation work.

Our achievement Z-scores confirms a 2 year average where Wayne students, for all core subjects, are far below the state average: Reading -2.1326, Math -2.0005, Social Studies -1.8757 and Science -0.9488. The achievement gaps with respect to the MEAP scores (which were further unwrapped in the Golden Package) show that over 50% of Wayne's students are one to three grade levels behind other students as compared across the state in two or more core subject areas.

A commitment to school reform by the staff is warranted. During the first staff meeting for the school year 2012, staff was asked to read and respond to the school's vision and mission statements. Each staff person was asked to sign a commitment statement as a show of solidarity for improvement. Staff was informed that their signature symbolized their agreement to work toward fulfilling the strategies clearly outlined in the school wide reform models: Direct Instruction and Expeditionary Learning. These statements are on display in our main hall as a reminder to all staff of the work we have committed to complete.

Administration and teachers will be required to have updated data binders that contain student interest inventories, achievement data, attendance data, and group data based on similar skill sets. A school data binder will be housed in the media center for other staff members

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to use. The binders will include achievement data from MEAP, NWEA-MAP, and Z-Scores (in addition to, perception data, attendance data, and process data).

For continued support and fidelity for data use throughout the school year, all obtained information will be analyzed to inform teachers about differentiation based on students' knowledge, ability, and learning styles:

Curriculum Focus:

1. Activity: Align written curriculum with academic standards and eliminate gaps and unnecessary repetitions for all core subject areas, pk-5

Responsibility: Administrators, Specialist, Coaches, Teachers, Staff

Timeline: September 2012-November 2013

Indicators of Success: Copies obtained and reviewed; Written document with gaps and repetitions identified, progress monitoring; Life Skills Curriculum aligned

2. Activity: Identify expected levels of student achievement based on the benchmarks articulated in the academic standards and MEAP in all core subject areas, Pk-5.

Responsibility: Administrators, Specialist, Professional Development, Teachers

Timeline: November-April 2013

Indicators of Success: Curriculum aligned with the standards via data dialogues, ILC's, PLC, data driven decision making, progress monitoring

3. Activity: Identify expected levels of student achievement based on the curriculum and exit criteria to determine appropriate levels of student achievement

Responsibility: Administrators, Specialist, Professional Development, Teachers

Timeline: April-Jun 2013

Indicators of Success: Consultation/collaboration with referral teachers in support of grade level content occur on a regular basis; ILC's, disaggregated testing data, progress monitoring, conferences, report cards and progress reports, are all used to ensure student achievement

Instructional Focus:

1. Activity: Implement instructional strategies that facilitate the achievement of the aligned academic standards to monitor the use of data with fidelity

Responsibility: Administrators, Specialist, Teacher Leaders

Timeline: September 2012 - June 2015

Indicators of Success: teacher observations and evaluations using Observation 360 are done regularly

2. Activity: Provide on-site guided practice, coaching and feedback to ensure implementation of instructional strategies and data use is evident in all core subject areas, Pk-5

Responsibility: Administrators, Specialist, Professional Development, Lead Teachers, Teachers

Timeline: September 2012-June 2015

Indicators of Success: Collaboration with staff, coaches and specialist, Lead teachers model implementation. Specialist/coach visitations. Administration visitations; Opportunities to observe and collaborate. More participation in Math, Science Collaborative and other professional development offerings designed to increase implementation of instructional strategies and data use

3. Activity: Implement instructional strategies that facilitate the achievement through the use of data

Responsibility: Administrators, Specialist, Professional Development, Lead Teachers, Teachers

Timeline: September 2012-June 2015

Indicators of Success: Documentation of supervisory feedback/log, notes, teacher observations and evaluations, closes gap, rich data discussions via PLC's

* Professional Development Focus and Assessment Focus is written in Requirement #4

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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.

Teacher preps were reduced from 5 to 2 per week to increase instructional time in all core areas. By increasing literacy instruction by 60 minutes, Wayne's teachers will use formative and summative assessments to differentiate instruction that focuses on Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Typically teachers start off with whole group instruction where they introduce grade-level objectives and strategies to all students. They will then move to small group instruction which allows students to work at their instructional level while practicing targeted skills. While the teacher is working with small groups, the rest of the class is working in literacy stations. Extended time will allow students the opportunity to practice previously taught knowledge and skills. These stations may require a student to work in partners, small groups or independently.

The additional 30 minutes added to the math block will increase rigor. Supplemental programs: i.e. Project Seed Program and First Move (math and chess program) will be introduced to reform Wayne's math program by offering advanced instruction at the elementary level. Two teachers will participate in the training in 2013. These activities require the teacher to implement small group instruction giving students the opportunity to learn various strategies with the guidance of the teacher. Students gain skills and knowledge required to attack more difficult academic material. The math block is made up of:

- 25-45 minutes of whole group instruction every day;
- 45-65 minutes of small group work incorporating centers every day;
- 30+ minutes of immediate intensive intervention at least 3 times per week.

Science will be taught an additional 45 minutes per week in all grades and with a focus on expeditionary learning. Implementation will produce teacher lead activities for all students that encourage teachers to link academic content to adventure, service, and character development through a sequence of connected, interdisciplinary, project-based learning expeditions where final projects are shared with audiences beyond the classroom. Effective science instruction will produce more project-based learning experiences which translates into increased percentages on MEAP, CCSS (2014) and decrease gap .

Social Studies will increase by 35 minutes per week as teachers implement teacher lead activities for all students. Students will identify historical narratives or stories and distinguish between yesterday, today and tomorrow via: Cooperative Learning, Journaling, Hand-on activities, and Peer tutoring. The additional minutes of instruction will allow for Project-Based Learning.

Focused Timeframe for all Core Subjects:

1. Activity-Effective Instruction (produced by the effective /highly effective teacher)

Timeline: Sept-Nov 2012

Responsible: Teachers, Administrator, Support Staff

Indicators: Universal screening of all students using Data Wise processes; Goal: up to 70% of students achieve at benchmark by 2014;

Classroom visitations: administration, specialists, parents; Alignment of assessments with curriculum; Identify quick fixes; Struggling teachers receive support from the Instructional Sp. and/or Academic Engagement Adm, PD.

2. Activity- Targeted Intervention- Digging deeper into data via data dialogues

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Timeline-Oct-Jan 2013

Responsible: Teachers, Administrator, Specialist

Indicators: Grades K-2 - collaborates with 3rd grade lead teacher ;Grades 2-5 - analyze overlapping of targets (CCSS & GLCE's) ;Data monitoring-Administration;-More frequent monitoring of student independent skill levels; Struggling teachers receive support from the Instructional Sp. and/or Academic Engagement Adm, PD.

3.Activity -Intensive Intervention- Weekly monitoring of independent learning levels

Timeline: Dec-March 2013

Responsible: Administration, Lead Teachers

Indicators: Identification of students: At-risk students, Review of data- to determine growth/adjustments, Address 10%-15% of students who are within 5-10 pts from target; Struggling teachers receive support from the Instructional Sp and/or Academic Engagement Adm, PD.

Enrichment activities courtesy of our partnerships, Front Porch and School Service Assistants (SSA's) provide additional programs for students via the additional minutes added to the literacy block. The volunteers of Front Porch provides the arts to the literacy block by collaborating with teachers on a unit they will teach and creates an art project to accompany the unit (i.e. making a window decoration, clay sculpture, a dream board making jewelry and detailing their goals).

Dance and choir are offered after-school twice a week by SSA's who volunteer their time during our extended day program on Monday and Tuesday for four hours per week from October to May 2013.

The District is implementing the next step in a series of continuous improvement initiatives to strengthen student learning and teaching. Beginning in the 2012 school year, all schools have two hours on Wednesday of dedicated time each week for collaboration, forming a foundation for the creation of PLC's, PD and data driven decision making .

During collaboration time, teachers work in teams using assessment data to evaluate student learning and intervening as a team when they discover students are not learning or are excelling. Collaboration time allows teachers to share ideas for instructional improvement and access to all data across the grade levels. As teachers work together, instead of in isolation, a sense of shared responsibility and accountability is created, focused on the success of each student.

District also negotiated two hours of collaboration time to be built into the teachers schedule each week. This initiative began with the 2012 school year. Further, the District is proposing a longer school year for all Priority schools. This initiative has the support of Wayne.

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

All parents will be invited to an annual meeting offered at a variety of times before October 15 to maximize the opportunity for parents to participate to inform the following: Title 1 Objectives; instructional methods; school wide objectives and instructional methods; the student selection process; test scores and how schools are identified for school improvement; and that they, the parents, have the right to request to know the qualifications of teachers and paraprofessionals in their school (section 1119). Parents will attend meetings after school via LSCO meetings, and on Fridays to further identify initiatives, promotes more parent-to-parent interaction. During the meetings, parents will work together with the school counselor and social worker to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of children. The results will produce programs designed based on the needs of students and parents. Collaboration with programs such as Detroit Parent Network, Neighborhood Legal Services and Entrepreneur Works will offer

Reform Redesign Report

Wayne Elementary School

training and inform parents in ways to work with their students' academic needs.

Parents will be assisted in such areas as the State's academic content standards, State student academic achievement standards, State and local assessments, the requirements of this part and how to monitor a child's progress and work with educators to improve the academic achievement of their children as well as provide information on how parents can participate in decisions regarding the education of their children. Parents will be encouraged to visit their children's classroom during the school day. Parents will be informed of school activities through newsletters, phone calls, websites, e-mail and other media. Staff will have regular two-way meaningful communication with parents through parent teacher conferences, progress reports, classroom newsletters, school web site and providing opportunities for observation of classroom activities. Wayne's parents will develop two questionnaires to assess the perspectives of other parents about school operations, educational climate educational success and teaching and learning of students of the school improvement planning process.

Parents will be encouraged to take an active role in the reform process via parents regularly assemble and assess information about student achievement, the school environment, and parental participation and establishing priorities for improvement through a series of activities. Parents will help to recruit other community members to take an active part in an effort to understand data on student achievement as well as the potential value of and challenges involved in various improvement proposals.

Wayne will develop partnerships with community based organizations and business sponsored programs, offer workshops and training, and encourage representation at school functions. We will information available, in a format and, to the extent possible, in the language parents can understand by providing materials and training to help parents work with their children to improve their children's academic achievement. Such training would include literacy training and using technology to foster parental involvement. Parents will evaluate the effectiveness of the Plan via through surveys and dialogue. The parents are given school performance profiles that show the school's progress toward meeting the state's and national performance standards in a parent-friendly format.

The addition of the Gleaners Food Bank initiative has increased parent volunteerism by 75% as of this writing.

TimeLine: 2012-2013

August : Open House- 10:00-2:00; 100% Parent Surveyed to select workshops and meeting times(out of 125 parents who attended- 75% responded)

September : Parent Interest Survey(65% responded); Introduction to Parent Leadership team-4:00-6:00 (meeting); Parent workshop-4-6 p.m. (Learning Styles)

October :Title I Parent Meeting- 4-6 p.m.; Parent Meeting-3-4 p.m.; Parent Workshop- 4-6 p.m.(Literacy); Gleaner Food Bank- 12-2 p.m.

November: Parent Meeting-9-11 a.m.; Parent Workshop 11-1 p.m.(Math); Harvest Day-9-3p.m.; Gleaners Food Bank-2-4 p.m.; Open House- 9-3p.m.; 2nd parent survey (70% responded)

December: Parent Meeting-4-6 p.m.; Parent Workshop- 4-6 p.m. (Social Studies);Holiday Program- 2-4p.m. & 5-7 p.m. Gleaners Food Bank- 12-2 p.m.

January Gleaners Food Bank-- 12-2 p.m.; Parent Meeting-4-6 p.m.; Parent Workshop- 4-6 p.m. (Get Fit: K-2); Mystery Reader- 2-4p.m.; Gleaners Food Bank-- 12-2 p.m.;Parent Survey (goal 75% response)

February: Gleaners Food Bank-- 12-2 p.m.; Parent Meeting-9-11 a.m.; Parent Workshop- 11-1 p.m. (Get Fit: 3-5); Mystery Reader- 2-4p.m.;

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Wayne Elementary School

Gleaners Food Bank-- 12-2 p.m.; Cultural Heritage Program- 5-7 p.m.

March: Parent Meeting-4-6 p.m.; Parent Workshop 2-4 p.m.(Math); Parent Day-9-3p.m.; Gleaners Food Bank-2-4 p.m.; Open House- 9-3p.m.; Parent Survey (goal 75% response)

April: Parent Meeting-4-6 p.m.; Parent Workshop- 4-6 p.m. (A,B,C's of Learning); Green Day Program- 2-4p.m. & 5-7 p.m. Gleaners Food Bank-- 12-2 p.m.; Mystery Reader- 2-4p.m; Parent Survey (goal 75% response)

May: Gleaners Food Bank-- 12-2 p.m.; Parent Meeting-9-11 a.m.; Parent Workshop- 4-6 p.m. (I'm Stressed); Mystery Reader- 2-4p.m.; Gleaners Food Bank-- 12-2 p.m.; Spring Program- 2-4p.m. & 5-7 p.m.

June: Gleaners Food Bank-- 12-2 p.m.; Parent Meeting-4-6p.m.; Parent Workshop- 11-1 p.m. (Next Steps); Mystery Reader- 2-4p.m.; Gleaners Food Bank-- 12-2 p.m.; End of the chat

DRAFT

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.

To ensure this collaboration is seamless, Wayne's reform team will implement the following steps:

1. The team must identify the needs of the school staff, formulate a purpose, and outline measurable goals.
2. The team must conduct a needs analysis to determine the areas in which the school needs technical assistance.
3. The team must review what resources staff will need to advance.
4. The team will present the needs assessment to the staff (and adjust where needed).
5. The team will establish two-way-communication for staff to ask questions or cite concerns or offer suggestions about staffing, professional development, school calendars etc.
6. The team will research cost effective way for professional training from on-site and outside consultants to assist staff's instructional needs.
 - a. The team, with input from the staff will develop a plan to:
 - b. Identify and support students who most need educational help.
 - c. Set goals for school improvement.
 - d. Develop programs that add to the regular classroom instruction.
 - e. Measure student progress.
 - f. Involve parents in all aspects of the program
 - g. Market our school to increase partnership with outside businesses.
7. There will be two staff (1 will be a union representative) and 3 parents on the school budgeting committee to determine the funding that will address:
 - a. What all students are expected to learn.
 - b. The Standards of Performance for all students need to meet.
 - c. Ways to measure the schools' progress.
 - d. Funds for family activities that support student achievement.
 - e. Funds for teachers reward such as conferences.
8. The will coordinate quarterly update meetings to ensure successful on-boarding .

The School Improvement Team will act as the new governance team (SIT) for Wayne where the principal serves as the facilitator. The SIT is designed to: 1) foster the relationship between union and administration on critical issues in leading the building initiatives; 2) increase the ability to include all staff in collaborative activities regarding data analysis, parent involvement, classroom instruction, curriculum, scheduling and budgets; 3) increase the building level decision making process; 4) include parent input and involvement helping them take additional support for their child's learning; and 5) provide a more solid leadership foundation for the building by helping to identify lead teachers.

contributions to our school by staff, partner etc., implementation of programs, and involvement of students, staff, and parents . The outcome should produce greater success in the school's ability to attain and maintain academic success.

The District support the principal in this new role as transformation leader plays an integral role in the success of the school. Bi-weekly meetings with district Assistant Superintendents provide opportunities for Principals to review and analysis data to ensure that the school's strategies are successful in impacting student achievement and school climate.

The District is currently working to create the Office of School Turnaround and will include the following staff:

- (1)Assistant Superintendent for Priority Schools
- (2)Priority School Coaches
- (3)Priority School Budget Implementation/Compliance Officer
- (4)Statewide System of Support

Further, 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
- Diagnostic Teams will conduct site-visits to school to offer support

Timeline for staff: 2012-2013 is attached at the end of the document.

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 has created an Office of school turnaround which includes the following staff: (2) Assistant Superintendent for Priority Schools- The Assistant Superintendents are responsible for the coordination of all priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluating required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for the effectiveness of the level and type of support provided by external; supports.

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

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

In collaboration with school principals, the district conducted a four day organizational assessment from August 12-15, 2012 of the district's structures, programs, and practices that support effective school improvement. The district -wide system of support was rolled out over a four-day for 8 hours each day. Principals attend sessions leading to a set of jointly determined recommendations and actions intended to improve the coherence of the district's improvement strategies.

As a results of the assessment, Wayne's principal a developed strategic mapping process for aligning and mapping out how the district accesses supports from state and external partners. The principal appointed her Academic Engagement Administrator and Instructional Specialist to be the contacts for Wayne and the district-wide system of supports. The responsibility of the principal's designees is to ensure that the providing programs, resources, and outlined in the definition of "system of support" is received by Wayne with fidelity.

Additional targeted Assistance through a system of supports resources has been provided by the District, ISD, State website and external partners such as, but not limited to, targeted technical assistance, professional development which focused on the school's leadership (Transformation University), Inter-rated Inter-Rater Reliability training and Side-by-Side Coaching which focused effective/highly effective instruction (teacher evaluation).

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Assurances Report

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Michigan Department of Education Assurances

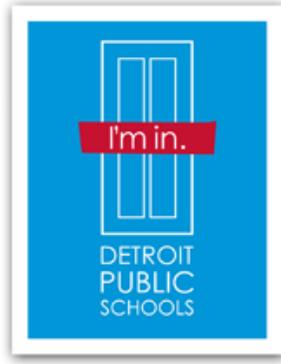
Priority Assurances

Assurance	Certified	Comment/Attachment
<p>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.)</p>	<p>Yes</p>	<p>Effective August 9, 2010, the District revamped principals the employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews which include removal of ineffective principals. Renewal and/or advancement are the rewards. Detroit_Educator_Evaluation_Process_Manual(revised).pdf</p>
<p>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.)</p>	<p>Yes</p>	<p>The professional development process includes in-services, internal training sessions, team meetings, and individual and team professional learning community meetings that systematically support achievement goals. Include is the time for the school-wide system of supports and the ongoing district assistance. 3 docs Wayne Elementary pd calendar revised 2012.pdf</p>

Reform Redesign Report

Wayne Elementary School

<p>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.)</p>	<p>Yes</p>	<p>Wayne's bell schedule shows an increase from the traditional 45 minute class period to 60 -70 minute class periods. This allow us to extend learning time for each core academic area and add the additional 30 minutes to reading and math with 35 minutes 2-3 times per week to science and social studies.</p> <p>Attached is my resume due to space limitations. <u>Wayne Elementary School Bell Schedule 12-13[1].doc</u></p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>The district offers teacher a vast selection of opportunities to engage students and enrich the instruction. <u>DPS PD Offerings 2012-2013revised1(1).xls</u></p>
<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>Teachers collabrate in grade level team, professional learning communities in an effort to plan and engage in targeted professional development activities. <u>Team Topics 2012a.pdf</u></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>	<p>The action follows a series of meetings and conference sessions with the DFT in June prior to the June 30 , 2012 expiration of the previous contract. <u>Agreement PrioritySchools[1].pdf</u></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:

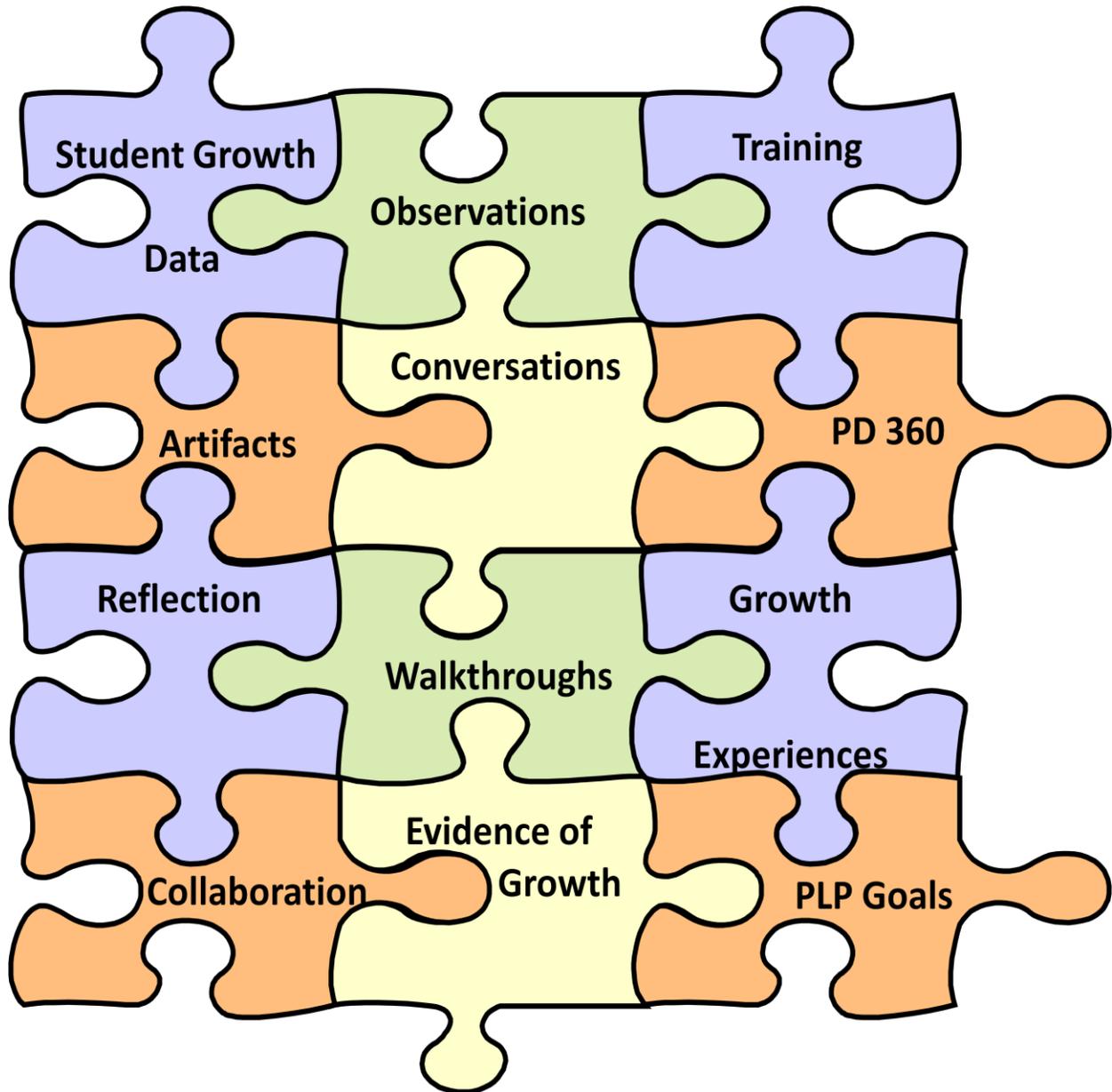
380.1249 Performance Evaluation System.

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. Each staff member has a username and password. The username is your dps email address and the initial password is pd360.

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

FORMS

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

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

CORE ELEMENT III. CLASSROOM MANAGEMENT

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



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



Calculation and Reporting

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

Computing Annual Rating for Teacher Performance

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

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

Table with 4 columns: Element Name, Multiplier (x), Weight, and Score Line. Rows include Element 1-5 Summary Rating Scores, TOTAL ABOVE, and Divided by 100=SUMMARY TOTAL.

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

Rating Scale

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

Effectiveness Label:

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

Attendance & Discipline

Number of Absences _____

Number of Tardies _____

Disciplinary Incidents _____
(Attach documentation)

Written Reprimands _____
(Attach documentation)

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

Four horizontal lines for listing contributions and accomplishments.

Evaluator Signature

Teacher Signature



RETENTION RATING SCORING

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

The following four categories will have the following ratings:

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

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

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

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

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

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

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

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

¹ Excluding Approved Medical/FMLA Leave.

**Wayne Elementary
Professional Development Calendar
2012-2014**

Goal (s)	When	Focus	Who	Evidence/Evaluation
1,2,3,4,5	September 2012	Transformational University -Direct Instruction -Accelerated Reading, Math	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	October- November 2012	Transformational University -Information Text -Teams at Work -Unwrapping the Data -PLC's	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	December 2012	-Transformational University -Learning Styles -Data Dialogues: Core Subjects -PLC's	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	January-February 2013	-Transformational University - Common Core State Standards: Crosswalk	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	March-April 2013	-Rigor1 -Expeditionary Learning -Data: Math, Reading	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	May-June 2013	-Rigor2 -Expeditionary Learning -Data: Science	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	August-October 2013	-Expeditionary Learning -Data: Writing, Social Studies	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	November- December 2013	-Building Common Assessments -Writing	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation

				Reduced Gap
1,2,3,4,5	January-February 2014	-Expeditionary Learning -Data -Writing	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	March-April 2014	REVIEW	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap
1,2,3,4,5	May-June 2014	SMART Goals for new school year -Data	All teachers, Paraprofessionals, Administrators	Agenda, Sign-in, Evaluation/Survey Classroom Implementation Reduced Gap

Wayne Elementary System of Support (with on-going District support)

Timeline for staff: 2012-2013

August' 12

- *identified a as Priority School
- *Principal attended a series of trainings
- *Confirm staffing of Academic Engagement Officer and Instructional Specialist
- *Meeting with reform team: target funds for consultants, supplemental materials, supplemental programs, discuss new staff (send our survey via email)

September'12

- *Staff is notified of Priority status by principal via presentation
- *Data is represented and concept of Z-Scores are introduced
- *Data is analyzed to determine gap in all core subjects
- *Develop campaign to inform community of intervention models
- *Start PLC's

October'12

- *Identify transformation schools are notified
- *State and WRESA provide training
- *Begin Data Dialogues with School Improvement Facilitator(SIF via WRESA) and MSU Intervention Specialist (IS via Michigan State University)
- *Begin targeted professional development (staff and parents)
- *Conduct data dialogues with staff (whole group, small group and one-on-one)

November '12

- *Conduct data dialogues with staff (whole group, small group and one-on-one)
- *Continue Data Dialogues with SIF's and IS's
- *Continue targeted professional development (staff and parents)
- *Prioritize transformation reform needs
- *Analyze data to develop school transformation plan

December-February '13

- *Develop plan to maximize school assets: time, people, and resources
- *Plan instructional programs to be used for extended year based on student data
- *Engage community
- *Targeted Professional Development

March-June'13

- *Develop specific action plan with designated target for rapid results
- *Continue targeted professional development (staff and parents)

August '13

- *Analyze student data to inform instructional practice beginning day 1

- *Develop school-year kick-off event
- *Maintain community engagement
- *Introduce rigorous staff evaluation/professional development process

Fall '13

- *Transformation schools opens
- *Initiate early wins
- *Continuously monitor progress, identify barriers and change operational norms as required
- *Provide job-embedded professional development
- *Integrate data into all instructional decision making processes
- *Prepare for some efforts to fail and initiate rapid "retry"

**Wayne Elementary School Bell Schedule
2012-2013**

School day = 7 hours

Instructional time = 6 hours and 25 minutes

174 days for students

1098 Hours of Instruction

9:00	(Entrance bell)	
9:10-9:25	Conference – Universal Breakfast	15 minutes
9:30-10:25	1 st period	70 minutes
10:25-11:25	2 nd period	60 minutes
11:25-12:25	3 rd period	60 minutes

Half Day Dismissal 12:15 p.m.
Instructional time: 3 hours and 25 minutes

Lunch	Grades K, 1	11:55-12:40	45 minutes
	Grades 2	12:00-12:45	45 minutes
	3	12:50-1:35	45 minutes
	4	1:00 – 1:45	45 minutes
	5	1:10 – 1:55	45 minutes

P.M. classes			
11:55-2:00	4 th period		60 minutes
2:00-3:00	5 th period		60 minutes
3:10-4:10	6 th period		65 minutes

Instructional time: 3 hours and 5 minutes

Dismissal 4:10	1 st Floor 4:05	2 nd Floor 4:10
	Kdg. 4:05	

SCHOOL HOURS:
MONDAY – FRIDAY 9:00 a.m. - 4:10p.m.

**UNIFORM POLICY: White or Light Blue Top
Navy Blue or Black Bottoms**

Wayne Elementary

10633 Courville
 Detroit, MI 48224
 313-866-0400

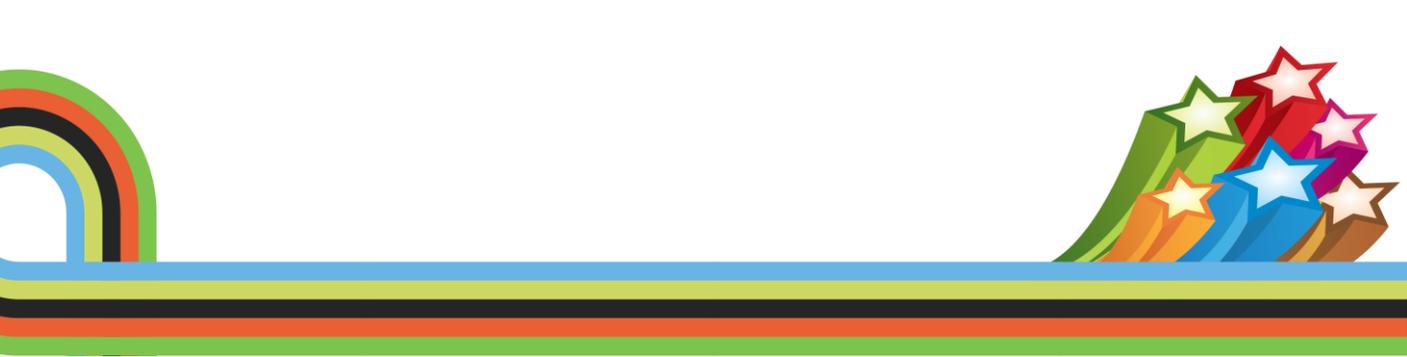


Team Meeting Topics 2012-2013: Wednesday Schedule (Tentative)

Month	Staff Meeting	Grade Level Teams (Data Protocol & Team Discussions)	Staff Meeting	Grade Level Teams (Data Protocol & Team Discussions)
August	29) Presentation of School Improvement Plan, Student Data: What does our data tell us?; Introduction of ILP's			
September	5) Informational, Review of Instructional Focus, Analyzing Vision/Mission/Beliefs, Expectations, Discussion of PLP's; MEAP goals; intro to monitoring development plan	12) One-on-One with staff to develop PLP's; review of data binder in grade level houses; MEAP Goals	19) Renaissance Learning PD-Reading; Math 9/20/12	26) No GLT's- Open House 4:00-6:00 p.m.
October	3) Informational, Scope and Sequence; Gap Analysis; ILP begins	10) Gap Analysis of target areas: ELA and Math; monitoring development plan; Review of ILP's; analyze gap; check for improvement, what works?, what did not work?	17)Review : Gap Analysis of target areas: ELA and Math, monitoring development plan; Examining Student Work: <ul style="list-style-type: none"> • Protocol • Discussion • How does the protocol work? (video) 	24) Gap Analysis of target areas: Science and Social; monitoring development plan (continued on the 31 st)
November	7) Examine Student Work-sample for discussion (transparency)	14) Discussion of the data; develop short presentation of the data	21) Presentation of the data by teams	28) Review of ILP's; analyze gap; check for improvement, what works?, what did not work?
December	5)Informational; Review SIP	12) Review of goals management-SIP	19) Holiday Cheer	© Pamela Askew Sept 5, 2012



Month	Staff Meeting	Grade Level Teams (Data Protocol & Team Discussions)	Staff Meeting	Grade Level Teams (Data Protocol & Team Discussions)
January	9) Presentation of School Reform Plan, What does our plan tell us?: What does our data tell us?; Review of ILP's	16) What is rigor? How does it look in the classroom?	23) Expeditionary Learning	30) Expeditionary Learning: how does it look in the classroom?
February	6) Informational, Review of Instructional Focus, Vision/Mission/ Beliefs, Expectations, Discussion of PLP's; MEAP goals/CCSS; monitoring development plan	13) Review of data binder in grade level houses; Match SMART goals with reform plan	27) Expeditionary Learning; review of data (data discussions)	
March	6) Informational, Scope and Sequence; Gap Analysis; ILP's Examine Student Work-sample for discussion (transparency)	13) Gap Analysis of target areas: ELA and Math; monitoring development plan; Review of ILP's; analyze gap; check for improvement, what works?, what did not work?	20)Review : Gap Analysis of target areas: ELA and Math, monitoring development plan; Examining Student Work: <ul style="list-style-type: none"> • Protocol • Discussion • How does the protocol work? 	27) Gap Analysis of target areas: Science and Social; monitoring development plan
April	10) Examine Student Work-sample for discussion (transparency)	17) Discussion of the data to build common assessments	24) Presentation of the data by grade level teams	
May/June	Develop SMART goals for 2013	Develop SMART goals for 2013	Develop SMART goals for 2013	Develop SMART goals for 2013



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

INSTRUCTIONAL REFORM – PRIORITY SCHOOLS

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

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

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

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

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

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

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

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

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

For the Union:

Ruby J. Neubold
Louis J. Moore

For the School District of the City of Detroit:

Gwendolyn A. deGuzman

Date: 5/19/2010

Date: 5/19/10

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