



## **Redesign Plan**

New Paradigm Glazer Academy

New Paradigm Glazer Academy

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# Executive Summary

## Introduction

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

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

## Description of the School

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

New Paradigm Glazer Academy, formally a Detroit Public School, is a second year charter school in the city of Detroit. New Paradigm Glazer Academy is located on the Westside of Detroit in a neighborhood with over 200 homes identified as requiring demolition. Indeed, abandoned homes stand directly across the street from our school and in almost every category, the infrastructure of the neighborhood is lacking - from poorly functioning street lighting to overgrown vacant lots and crumbling pavement. Unemployment is almost three times the national average, and just 10 percent of the residents have an associate's or bachelor's degree.

New Paradigm Glazer Academy is a K-6 school with 180 students. Under the current leadership, Glazer Academy has made significant improvements in the delivery of quality instruction, community engagement, and student development. Glazer Academy had gains of 2 to 14 percentage points across all grade levels in math and we experienced gains of 8 to 30 percentage points in across all grade levels in reading except in 4th grade.

We have a small staff of 9 highly qualified teachers with 2 to 16 years of teaching experience. We also have a support staff of 3 which consist of a Reading Facilitator, Paraprofessional and a tutor.

New Paradigm Glazer Academy has a strong reading curriculum with an emphasis on integrating technology. Last year we were ambitious enough to dream of creating a STEM Lab that would focus on Science, Technology, Engineering and Math. Our science teachers created the ideal classroom that would facilitate all students K-6th grade, with state of the art technology, which would be adaptable and grow with the students. Upon completion it will include eco-friendly materials, hands on experimentation, a brightly colored environment and technical equipment which would support the exploration of Science, Technology, Engineering and Math.

## School's Purpose

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

### MISSION STATEMENT

Glazer Elementary exists to prepare students entrusted to our care for a future as global citizens and successful life-long learners. Utilizing a proven researched based curriculum, academic development is achieved in a dignified and supportive environment that incorporates family, staff, and community partnerships, in pursuit of educational excellence.

### VISION STATEMENT

Our school environment is one in which all learners grow, thrive and succeed beyond measure. We value, appreciate and accommodate diversity. We support our students because they are more than capable, and we fully believe in them. Our teaching practices are both reflective of and responsive to the needs of ALL our students. Our families are recognized as partners in the learning process. We embrace communication between students, parents, teachers, support staff and the community as we work to create the ultimate learning experiences for all children.

### BELIEFS

At the New Paradigm Glazer Academy we:

1. Believe that a culture of achievement promotes high student achievement.
2. Believe that students who are empowered with prior knowledge of assessment goals will be better prepared to take an active role in their own achievement.
3. Believe that high expectations promote excellence.
4. Believe that learning is optimized when parents and professionals work in partnership.
5. Believe that children have individual learning styles and intelligences that must be addressed in order for everyone to achieve.
6. Believe that staff members must be aware of state curriculum standards and benchmarks to maximize a student's achievement of goals.
7. Believe that the use of best practices reflecting current educational research increases our standard of quality.
8. Believe that all staff members are models for our students.
9. Believe that staff and students are entitled to learn and work in a clean and safe environment.
10. Believe that a cooperative learning environment educates, empowers and enlightens.

### OUR PURPOSE

At Glazer we embody our purpose, mission and vision with research proven curriculum such as the Success For All reading program. This program is designed to measure students reading and comprehension in order to meet students where they are and students matriculate towards grade mastery and beyond. It is done in small groups which collaborate, cooperate and strategize for optimal learning. The concepts used for enhanced reading skills are used throughout the curricular because they have proven to be best practices. Additionally, families are involved with the commitment towards 20 minutes of reading at home everyday with active participation from a family member who will listen and witness each child's progress. All school assemblies are held once per week to celebrate student success and encourage student buy-in

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towards achievement. Expectations are high and standards are not lowered for any reason by both teachers and administrators. As a part of the reading program some students receive small group and one on one tutoring in a specific computer lab by paraprofessional personal. For additional support students have after school tutoring and enrichment opportunities. Our committed and professional custodial personal work diligently to make sure that the school is clean throughout the day, providing an environment that is orderly and pleasant. From Administration to teachers, paraprofessionals and maintenance everyone is committed to the highest quality learning experience for our students. Community partners like FOCUS Hope, Christ Church Cranbrook, Temple Beth-El, Second Chance ministries all work together to support our students, with tutoring, library science, STEM lab development, coats and winter gear. These important collaborations ensure that we stay focused on our goals, mission and vision for a quality education for all students who attend New Paradigm Glazer Academy.

## **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.**

Fall 2012 MEAP - We experienced gains of 2 to 14 percentage points across all grade levels in math and we experienced gains of 8 to 30 percentage points in across all grade levels in reading except in 4th grade.

In January of 2013 we opened a Team Alphie Computer Lab to provide online tutoring services to our struggling readers.

In March of 2013 we opened a state of the art STEM Lab the will focus on Science, Technology, Engineering and Math.

## **Additional Information**

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

We are in the process of making improvements to our playground areas. We will be removing our old playscapes and building new ones. We will be adding trees and additional benches.

# Priority School Assurances

## **Introduction**

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

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**Priority School Assurances**

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Evaluation for School Leaders

# **Operational Flexibility Assurance**

## **Introduction**

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

### Assurance of Operational Flexibility

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

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

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

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes		

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

# Transformation Redesign Diagnostic

## Introduction

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

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

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

The individuals involved in the development of the redesign plan are as follows:

Robert Hines, Principal, rhines@npglazeracademy.org

Talana Perry, Reading/Social Studies Curriculum Coach, talanap@npfenow.org

Melanie McIntosh, Math/Science Curriculum Coach, m\_boueiri@yahoo.com

Brenda Flowers, 5th Grade Teacher, bflowers@npglazeracademy.org

Stephanie Walkes, 1st Grade Teacher, swalkes@npglazeracademy.org

Kim Bland, Chief Academic Officer, rkbland@aol.com

Catherine Gray, MSU Outreach Specialist, graycay2@msu.edu

Marvin Franklin, Wayne RESA, School Achievement Consultant, franklm@resa.net

Molly Russell, 4th grade teacher, Reform facilitator, mrussell@npglazeracademy.org

## PART B: TEACHING AND LEARNING PRIORITIES

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

New Paradigm Glazer Academy has targeted Differentiated Instruction, and a change in the science and math curriculum StemScope, and Progress in Math as our Big Ideas for school reform. The Glazer Transformation Team chose these methods for reform based on consecutive years of MEAP data indicating continual low student performance in the core content areas.

The Glazer staff analyzed our MEAP data using the Data Dialogue Process and concluded that students performed low in the core subject areas of Math, Science, and Writing. Based on the last two years of MEAP data there was a decline in student proficiency in Writing by 1.7%. There were 10% of students proficient in writing in 2011 and only 8.3% of students proficient in 2012. Additionally, in the area of writing in both 2011 and 2012 0% of students were proficient on the state standardized test. Furthermore, there were some gains in math from 2011 to 2012 with 11% of students being proficient in 2012 compared to only 4% in 2011. Although, there was a 7% gain in math it was still on of the lowest areas of proficiency.

Moreover, after looking at the MAP data it showed that students are making less than 1% gains in math, writing, and science over the last three years. Additionally, this data reveals that students need targeted remediation in math, writing and science.

The first big idea Glazer Academy will focus on is differentiated instruction.

Differentiated instruction will support the remediation efforts in math, science, and writing. Differentiated Instruction (evidence through resources, lesson plans, pre/posttest, assessments, lesson delivery/activities, etc.) is a big idea that will assist us in the transformation. D.I. will be monitored to ensure all students are engaged and are making connections with subject matters on their readiness level and make connections to real life experiences through technology, hands-on activities, field trips, college tours, supplemental resources and research based best practices and strategies. Teachers in all content areas will be trained in effective Direct Instruction implementation procedures to implement Differentiated Instruction during whole and small group instruction. Differentiation of process, content, and product will occur daily to accommodate the various learning styles. Teachers will be expected to make accommodations for the needs of the individual learners during their instructional time. Administrators will monitor this through classroom walk throughs and lesson plans. Curriculum coaches will assist teachers in this implementation by providing training and classroom assistance through demonstration lessons, cooperative planning, co-teaching and non-evaluative observations. Additionally we will use MEAP, Quarterly Assessments, NWEA, ANET, and Study Island to determine what resources/technology, personnel and programs need to be adopted and adapted to focus on the areas of concerns. Teachers will be given feedback and suggestions from curriculum coach, mentor, lead teachers and school leaders on the progress of D.I. in the classroom and how the data speaks to the lesson delivery and content.

In addition, teachers within the district will be provided with the ability to plan and collaborate with other teachers in the district through community groups and a once a month staff meeting with both schools at one location. Additionally, the school will be partnering with the Achievement Network (ANET) and all data will be assessed and evaluated by the leadership team to determine if the collaboration is effective and beneficial for students and teachers.

The benefits of ANET and Collaboration

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All of our partners benefit from the power of our network of 460 diverse schools across the country. Membership in ANet's network allows them to learn from other educators facing similar challenges and gives them access to the best practices of the best schools. Independent charter schools benefit from being linked to a broader network of schools and district schools gain exposure to a variety of innovative ways to understand and apply data. We also give schools the opportunity to compare their performance to other schools in their area or to the best schools in our network.

The Second big idea is switching to a researched based curriculum in math and science.

STEMscopes:

STEMscopes is a comprehensive online curriculum program that provides numerous hands-on inquiry activities, including intervention and acceleration resources, plus teacher support materials all specifically focused on the Texas Essential Knowledge and Skills. STEMscopes can help your school or district in a variety of ways:

- access proven, research-based Rice University resources to provide rigorous instruction in STEM
- engage students in interactive-based learning through games, virtual labs, online assessments, and more
- achieve success on the STAAR with a strict alignment to the TEKS an a robust analytics system
- develop life-long science learners through inquiry-based hands-on science

STEMscopes offers more than 30 resources per "scope" to help a teacher construct an effective 5E lesson with intervention and acceleration. Some of our materials highlights are:

- teacher background with broken down key points for every TEKS and set-up videos for each explore hands-on lab to demonstrate the activity procedure
- a variety of assessment types including multiple choice, rubric-based, and open-ended response assessments
- content connections to math, reading, art, and music
- problem-based learning activities
- 4 hands-on lab activities per "scope"

Progress In Mathematics

Progress in Mathematics focuses on problem solving which is a weakness of our students. In addition, it contains differentiation that is based on math ability. During math time students follows a rigorous sequence of instruction that is consistent among all grade levels

Lessons from Math, science along with our other the content areas are designed using a researched based lesson plan template that requires teachers to differentiate the lessons to meet the needs of all students. Likewise, there are multiple writing resources that teachers have to assist them in the differentiation of writing lessons. These writing resources can be used in other content areas to promote writing across curriculums. Teachers attend a professional development that shows them how the various writing curriculums can be used together to meet the needs of learners.

These curriculums will be implemented in year one and will continue to be developed and strengthened in years two and three through the use of meaningful professional developments, PLCs and staff meetings where data will be analyzed .

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

Upon New Paradigm Glazer Academy's review of multiple assessments sources including MEAP data, NWEA, and Quarterly Assessments from the past two years was used to identify the need to focus on math, science, and writing instruction as a reform strategy. These assessments are both summative and formative in nature and the combination of assessing, progress monitoring, and differentiating instruction in math, science, and writing which will guide the transformation for the school allowing Glazer to make decisions before, during, and after instruction, and to determine essential professional development needs which will also contribute to rapid transformation. Our research on indicators of effective teaching practices specifies student success will be accelerated through a concentrated effort of teachers aligning instruction with standards and benchmarks, accessing and monitoring students' mastery and differentiating and aligning learning activities based on student needs and research based and instructional practices that are aligned with student achievement .

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

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Mr. Robert Hines was named principal of New Paradigm Glazer Academy on July 1, 2013 and replaced a principal who served at New Paradigm Glazer Academy for two years. New Paradigm treated the search for a principal with high degree of importance and a desire for a professional who understands the community, elementary curriculum, and cultural responsive teaching and have the capacity to change the culture and climate of the school and rapidly change student achievement. A search was conducted and potential candidates were screened with the specific goal of identifying a viable candidate with experience in, and knowledge of instructional leadership, school improvement, and cultural responsiveness. The interview committee consisted of New Paradigm Central office. The committee recommended Mr. Robert Hines as the new principal of New Paradigm Glazer Academy.

Mr. Robert Hines brings with him an impressive track record of creating, evaluating, and improving systems designed to create an inviting culture and raise student achievement for all students. Mr. Hines is well versed in curriculum, instructional practices, and culturally responsive teaching. Additionally, Mr. Hines has extensive knowledge and practice in differentiated instruction, and Professional Learning Communities (PLC's).

Mr. Hines has many years of experience in leadership in an urban educational setting, much like New Paradigm Glazer Academy. He comes with over twelve (12) years of educational experience, with seven of those years being in an administrative nature. Additionally, at Mr. Hines last school he lead the instructional efforts of the building and the school made major achievement gains with over 92% of the students in the building doubling their initial testing score by the end of the school year.

Mr. Hines comes to New Paradigm Glazer Academy with teaching certification including an emphasis in middle school math. Furthermore, Mr. Hines has a Master of Science in Information Systems Management, and an Education Specialist Degree with an emphasis in Educational Leadership and Administration. New Paradigm anticipates that Mr. Hines experience will take New Paradigm to the next level by improving parent involvement, student achievement, and the culture and climate of the school.

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

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

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

Good schools are, first and foremost, characterized by strong and effective principals. Strong leadership is even more important where the Principal not only must create a new school from scratch, but also must do so according to a complex set of standards and expectations.

Good schools have good school leaders. Improving schools show improvement because principals, as school leaders, value improvement and set goals with their school communities to achieve gains. In connecting principal and school performance as a basis for principal evaluation, it is critically important that principals are fairly held accountable for school results. Principals do not teach individual students over a period of time, nor do they directly manage the technology program, interact on a routine basis with all parents, maintain the accounting system, or directly supervise student behavior in the halls and classrooms. They depend upon others for vital school functions and services. What, then, are principals accountable for, and upon what school results may they be fairly judged?

### Connecting Principal and School Performance

Principals are expected to provide leadership to their schools that is reflected in school results. Results are judged in school performance, leadership, curriculum development, and customer satisfaction. Principals influence results in each of these areas on a school wide basis, although they depend on others; (i.e., students, teachers, parents, and support staff) to share responsibility and accountability in providing direct school services and implementing related programs. Different types of leadership are required of the principal to ensure that desired results are achieved in these four areas

1. The principal is accountable for student achievement 40%. One of the most important and fundamental expectations NPFE has for its schools is that students will receive the best education as evidenced in high levels of student achievement. NPFE principals are responsible for setting high expectations for student achievement, monitoring student and teacher performance, setting goals for improvement, assuring effective implementation of instructional programs, and directing resources to the most important business of the school: instruction and learning. Thus, on a school wide basis, NPFE principals are accountable for School Scorecard, ensuring student achievement and continuous improvement of teaching and learning.
2. The principal is accountable for implement the NPFE design 25%. Principals are expected to provide leadership in implementing the school design as intended, is represented in their school, and that, over a period of time, a standard of proficiency and implementation of state standards is achieved for each design element.
3. The principal is accountable for customer satisfaction 15%. Modern and successful organizations have learned to be sensitive to the needs of their customers and to their customers. Principals influence "satisfaction levels" through their direct personal interaction with parents, teachers, and students. However, their greatest influence on customer satisfaction is expressed in school leadership roles as they build their school organization and develop its culture and environment. As builders of school culture, principals instill the values of parents and staff. They develop opportunities for parents to be included in school life, ensure effective communications between the school and the home, and communicate respect for the important role parents play as school partners in educating their children.
4. The principal is accountable for professional responsible 30%. It is in fulfilling their roles as school site managers, instructional leaders, and builders of school culture, that principals influence school operations, services, programs, and school results. The Principal is responsible for modeling the expectations for staff. Principals should arrive on time and be prepared for all meetings inclusive of artifacts (agendas, minutes). Principals should make themselves available to all stakeholders (parents, staff, students, and community partners). Professional attire and demeanor should always be worn and displayed. Principals set the tone, culture and climate through actions.

Principals also are accountable to teachers and students to provide essential school resources and conditions that enable these constituencies to fulfill their school roles. Both groups look to the principal as the architect of a safe and orderly school environment where the business of instruction and learning can proceed. Both groups also reasonably expect the principal to provide initiatives and demonstrate leadership in creating a warm, supportive, and respectful school environment where people interact in a warm and friendly manner, where diversity is encouraged and valued, and where people are treated fairly.

NPFE has expressed its commitment to the value of customer satisfaction by ensuring that surveys of customer satisfaction are administered on an annual basis. The surveys assess the current level of satisfaction with most aspects of the school program including school atmosphere, facilities and equipment, transportation, communication, curriculum and instruction, career satisfaction, and levels of involvement in school decision-making. The results of these surveys provide important information to principals and staff concerning student, parent, and teacher perceptions of various aspects of the school program and are especially useful in planning improvement.

### Professional Portfolio

Partnership principals are expected to collect evidence for a professional portfolio that demonstrates their leadership and accomplishments. The Professional Portfolio, organized around NPFE 4 Points of Accountability, enables principals to document their efforts and progress related to student achievement, school design, customer satisfaction, financial management, and NPFE system growth. Professional portfolios are intended to be working documents that are reflective of the accomplishments achieved throughout the year, and are updated and enhanced at regular intervals.

The work principals select to be placed in their professional portfolios might include reports that support school progress toward goals; a reflective journal based on personal leadership goals and experiences; significant staff development activities; powerful examples of teamwork that resulted in improvement and/or strategies used to enable the work of school organization; and written feedback from customers - parents, staff, and/or students, regarding school effectiveness and/or personal service.

Self-analysis also is a strongly emphasized and encouraged component of the professional portfolio. An example of such an analysis might be the inclusion in the portfolio of a short essay accompanying school test results in which the principal analyzes the school's performance and articulates his/her understanding of the factors contributing to student performance, pinpointing trends in students' performance, and linking such trends to school wide improvement goals. Principals also are encouraged to include with each work included in the portfolio an evaluation describing why the work is included, what school performance standard or guideline for the principal position it supports and what is strong, good, or noteworthy about the work.

The portfolio is an integral part of the principal's annual summary review and is submitted, by July 15th of each year, to the CEO, or their designee. The CEO or their designee will return portfolios upon the completion of the annual summary review.

### Leadership Profile: Self-Evaluation

In order for the mission of NPFE to be realized, principal leadership must be clearly evidenced in developing and empowering faculty and staff, encouraging initiative, rewarding innovation and creativity, enhancing school resources, and developing the school's organization and communications. As principals begin to consider these important issues and define their leadership requirements in transforming the school into one design, they will find that while there is no formula that decides their actions. NPFE's standards and guidelines for the principal

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position serve to focus the principal's leadership in three critical areas: the principal as site--based manager; the principal as instructional leader; and the principal as builder of school culture.

The Leadership Profile is the principal's self--appraisal based on the aforementioned standards and guidelines for the principal position. The standards and guidelines for the principal position use the same rubric format as is true for all other essential design elements. The rubric format allows principals to profile their progress in achieving beginning, developing, proficient, or exemplary performance for NPFE' principal position, and serves to assist the principal in identifying appropriate goals for professional growth for the following school year.

### Professional Growth Goals

At the end of each year, NPFE principals establish, for the following year, professional growth goals directed to enhancing, extending, or redirecting their leadership. The principal uses the school performance standards and guidelines, particularly standards and guidelines for the principal position, to establish annual professional growth goals. The principal lists professional growth goals in Section III of the Annual Summary Review Form. It is within the principal's annual performance review that professional growth goals are finalized as they are mutually agreed upon by the principal and the division director (and/or designee).

In January and June of each year, the principal updates The Annual Summary Review Form by providing a brief status report on progress in achieving their professional growth goals. Progress toward professional growth goals is considered part of the principal's annual summary review.

### Annual Summary Review

The principal's annual summary review takes place in late August each year, following the principal's submission of data for the school accountability report card, when the principal and the Chief Executive Officer, and/or their designee(s) formally review:

- Indicators of school performance (the Four Points of Accountability)
- Evidence documenting the principal's leadership contributions to school results (the professional portfolio)
- The principal's leadership profile (rubric for the principal position)
- The principal's personal reflections on school results and leadership responsibilities
- The principal's success in realizing professional and school performance goals established in the previous year.

The Chief Executive Officer (and/or designee) will draw upon the aforementioned information to produce a performance rating for each of the Four Points of Accountability and an overall summary performance rating that will serve as a basis for performance adjustments in pay and as the official record documenting the principal's overall performance. Performance for each of the Four Points of Accountability and the overall summary performance rating are based on a four--point scale:

- Does not meet performance expectations
- Working Toward performance expectations
- Meets performance expectations

### Rating Principal Performance: Four Points of Accountability

Performance ratings for each of the four points of accountability take into account school performance results and the principal's leadership efforts and accomplishments. The performance criteria for each of the Four Points of Accountability are as follows:

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Does not Meet Performance Expectations - Principals receiving this rating have not demonstrated or maintained an acceptable level of progress on multiple measures of student performance. Performance rating takes into account baseline performance data and the number of years the school has been operating.

Working Toward performance expectations-- Principals receiving this rating have demonstrated or maintained some level of progress on multiple measures of student performance. Performance rating takes into account baseline performance data and the number of years the school has been operating.

Meets Performance Expectations - Principals receiving this rating have demonstrated or maintained an acceptable level of progress on multiple measures of student performance; and have documented a connection between their leadership efforts and improvements in student performance. Performance rating takes into account baseline performance data and the number of years the school has been operating.

### Curriculum and Instruction

Does not meet Performance Expectations - Principals receiving this rating have not demonstrated or maintained an acceptable level of progress in implementing key elements of the school design and state standards.

Working Toward Performance Expectations - Principals receiving this rating have demonstrated an acceptable level of progress in implementing the school design; and have documented strong connections their leadership efforts and the implementation of key elements of the school design. Performance rating takes into account baseline performance data and the number of years the school has been operating.

Met Performance Expectations - Principals receiving this rating have achieved student performance results significantly above the corresponding national, state, district or NPFE system standards and guidelines; and have documented connection between their leadership efforts and improvements in student performance.

### Customer Satisfaction

Does Not Meet Performance Expectations - Principals receiving this rating have not demonstrated acceptable level of progress or maintained an acceptable standard of performance relative to customer satisfaction.

Working Toward Performance Expectations - Principals receiving this rating have demonstrated acceptable progress and maintained an acceptable standard of customer satisfaction with most aspects of the school program; and have established priorities for future actions known to influence stakeholder satisfaction. Performance rating takes into account baseline performance data and the number of years the school has been operating.

Meets Performance Expectations - Principals receiving this rating have demonstrated acceptable progress or maintained an acceptable standard of customer satisfaction with most aspects of the school program; have established priorities for future actions known to influence stakeholder satisfaction. Performance rating takes into account baseline performance data and the number of years the school has been operating.

### SUMMING UP THE PRINCIPAL REVIEW PROCESS

For principals of established schools, the annual review system requires that they demonstrate over a period of time continuous improvement in school results, in the development of their schools, and in their performance as school leaders. The system of principal review, for principals of established schools, is one with which they should feel comfortable and well prepared. Their school's history provides one or more years of baseline data to assess school performance, develop insights, and direct future leadership and school development priorities. With their school organizations in place, and a developing culture of review and improvement, the process of analyzing school performance and connecting it to one's personal professional behaviors should be as familiar to principals as it is to teachers who similarly are encouraged to use results to adjust professional behavior.

Principals examine their leadership from the point of view of its influence on school results, using data analyzing student achievement, customer satisfaction, school design, and NPFE system growth as a basis for measuring and setting goals for their schools and their own future development.

Principals are confronted with virtually all of the executive responsibilities associated with building a school and developing school culture. During this period, the principal has the opportunity to develop familiarity with the school design, and gradually with the school community. The principal also begins to form impressions of the school's facility and staff that inform decisions concerning the scope and pace of school development. The principal review process takes into consideration the beginning status of the new school and the unique challenges confronting the principal.

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

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

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

Members of the School Improvement Team (Robert Hines, School Principal, Stephanie Walkes, 1st grade teacher, Molly Russell, 4th grade teacher, Brenda Flowers, 5th grade teacher, Talana Perry, Instructional Specialist Success For All/Social Studies, Melanie McIntosh, Instructional Specialist Math/Science, and Kim Bland, Chief Academic Officer met to discuss the criteria of the reward system and rewards that the staff will receive for gains made in student achievement. To make sure everyone understands the reward system, all considerations for rewards for teachers will be discussed with the staff during staff/grade level meetings.

Rewards for the instructional staff will be based upon SFA scores and instructional level movement, NWEA, Quarterly Assessments, and Achievement network. These assessments will be used as measures to determine student achievement. Teachers whose students' show at least a 50% growth on any two assessments will be recognized by announcement of success during the morning assembly, receive an extra preparation period, recognized in newsletters sent home and at the Parent Ambassadors meetings, celebrated on the school website, approved to miss one staff meeting, and be excused for on PTO day. When the school meets state standards (MEAP), rewards for the school leadership will be acknowledgement in the Annual Education Report, recognized in the school newsletter, at the Parent Ambassadors meeting, and on the school website.

In order to evaluate teachers, in November, the administration will conduct walk-throughs, observations and review Professional Action Plans (PAP). After the walk-throughs, observations and the completion of the PAP, the administration will meet with the staff member to discuss

what was observed/ written. If the teacher is rated ineffective, support will be offered to the staff member. Building level instructional specialist, mentor teacher, and the school leader will provide instructional support to the teacher. Informal observations will be conducted from December to April to support the ineffective teacher. A final observation will be conducted in May. A follow up conversation will be held to discuss the teachers' progress. If the teacher is still rated ineffective, the teacher may be removed from the school. If the teacher is removed, perspective teachers will be interviewed to replace the ineffective teacher.

Leaders may be removed from the school if students are not showing significant growth based on assessment tools used by the school, if attendance goals are not met, and if discipline goals are not met. They may also be removed based on results from school diagnostic reviews, satisfactory in completion of School Improvement Plans, attending professional development and establishing a school leadership team focused on strategies to increase student achievement.

At the end of each school year, the principal meets with the Superintendent to discuss their evaluations. A final assessment is made.

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

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

### **Goal 1:**

All Glazer Elementary students will increase their proficiency in Math

### **Measurable Objective 1:**

30% of All Students will demonstrate a proficiency increase in their basic computation skills in Mathematics by 04/14/2014 as measured by a variety of state and district wide assessments including but not limited to; Smarter Balance Assessment, NWEA, District wide quarterly assessments.

### **Strategy1:**

Simulations and Games - Simulations allow students to learn through exploration using a variety of strategies to find a path to success. Games are proven to be both an engaging and innovative approach to many practical applications including learning goals. Glazer instructional staff will provide students with opportunities to engage in math and deepen conceptual rather than merely procedural understanding through the use of technology and games as well as the use of tangible tools and manipulatives.

Research Cited: Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools* (2nd ed). pp 83-106. Portsmouth: Heinemann.

This chapter discusses a variety of Mathematical best practices including use of manipulatives and working in cooperative small groups to promote understanding.

Feathers, K. (1993). *Infotext: Reading and Learning*. pp 119-137. Toronto: Pippin Publishing Corporation.

The chapter on vocabulary discusses the importance of teaching vocabulary deliberately.

"The Core Six: Essential Strategies for Achieving Excellence". Silver, Harvey., Dewing, R.Thomas., Perini, Matthew (2012). Pages 27-29.

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This passage discusses the importance of students being able to use the strategy of inference as well as the importance of teaching academic vocabulary deliberately.

Activity - Study Island and MAP Link	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will purchase subscription linking Study Island Blended Learning platform to MAP NWEA Student assessment tool. This will allow homeroom teachers to build blended learning curriculum specific to each student based on their deficiencies for our student assessment platform. This will allow students to spend time practicing in areas of weakness in order to increase student impeachment in math.	Technology	10/07/2013	06/02/2014	\$1000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Math Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at all grade levels will implement blended learning strategies to increase Math computation. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in Math	Technology	09/03/2013	06/02/2014	\$15000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Math Games Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will go through professional learning focused around how they can implement Math Games into their classroom environments to increase student engagement and academic achievement.	Professional Learning	08/05/2013	08/30/2013	\$5000 - Title II Part A	CAO of District, Principal, Assistant Principal, Curriculum Coach

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and instruct through the use of manipulatives and other tangible tools on a regular basis to help students learn critical math skills and concepts	Other	09/03/2013	06/02/2014	\$5000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

### Strategy2:

Differentiating Instruction - Teachers will provide Math instruction in their classrooms that is organized, innovative and focuses on a variety of learning styles. Instruction will be diversified to meet the needs of all learner using a variety of strategies and activities including but not limited to: use of technology and small group instruction as well as a variety of teacher led instructional strategies.

Research Cited: Tomlinson, C.A (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Tomlinson, C.A (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD Chapter 7

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Activity - Math PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will engage in monthly math PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Glazer Elementary are unstinting to increase their math proficiency.	Evaluation	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers, Tutors

Activity - Math In-School Tutoring and Small Group Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 10% of 1st grade, 20% of 2nd grade and 30% of 3rd grade will participate in in-school tutoring sessions using Team Alphie and Study Island as platforms. Students will be in a group with an 11:1 ratio and will participate in these tutoring sessions 5 times per week for at least 30 minutes per session.	Academic Support Program	09/03/2013	06/02/2014	\$80000 - Title I Part A	Principal, Assistant Principal, Academic Tutoring Staff, SFA Reading Facilitator, Curriculum Coaches

Activity - Math After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additionally, struggling students will also have the opportunity to receive additional academic support in our after-school tutoring program. Students will be identified from a variety of district and state-wide data sources and be exposed to an after-school program that is both data and standards driven.	Academic Support Program	10/07/2013	06/02/2014	\$30000 - Title I Part A	Principal, Assistant Principal, After School Instructional Staff

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Paradigm Glazer Staff will implement effective research based curriculum strategies including minute math, math games and mental math to increase performance in computation during the Adventures in Learning Summer Enrichment Program. Instructors and tutors will provide extended learning opportunities during a six week summer learning program. Students will receive at least 1.5 hours of daily math instruction throughout the summer program.	Academic Support Program	06/24/2013	08/02/2013	\$47000 - Title I Part A	Principal, Assistant Principal, Summer School Instructional Staff

### Goal 2:

All Glazer Elementary students will increase their proficiency in Science

### Measurable Objective 1:

26% of All Students will demonstrate a proficiency increase in Science by 04/14/2014 as measured by a variety of state and district wide assessments including but not limited to; Smarter Balance Assessment, NWEA, District wide quarterly assessments.

### Strategy1:

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Increase Understanding of Scientific Vocabulary and Concepts - Cause for a possible gap in Science proficiency may include following: 1) Student attendance. 2) Ineffective delivery of instruction. 3) Ineffective use of techniques and instructional strategies utilized by teachers. 4) Insufficient use and/or lack of data to drive instruction. 5) Not fully implementing all components of the Science curriculum (Delta Foss) and 6) Students insufficient abilities to read and comprehend Science informal and expository text.

Classroom teachers will employ research-based strategies to increase performance in the area of science reading comprehension through Decoding Expository and Informational Science Text.

Research Cited: American Association for the Advancement of Science. 1993. Benchmarks for science literacy. New York: Oxford University Press.

National Science Teachers Association (NSTA). 2008. NSTA Position Statement: The Role of E-Learning in science education. Washington, D.C.: National Academy Press

National Research Council. 2000. How people learn: Brain, mind, experience, and school.

Committee on Developments in the Science of Learning. eds. John Bransford, Ann Brown, and Rodney Cocking. Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Activity - Decoding Expository and Informational Science Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will employ research-based strategies to increase performance in the area of science reading comprehension through Decoding Expository and Informational Science Text using student workbooks, teachers manuals and games as resources and guidelines	Academic Support Program	09/03/2013	06/02/2014	\$2000 - Title I Part A	All instructional staff, Upper Elementary Science Teacher

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will undergo Science curricular PD including resources and instruction related to but not limited to; the science curriculum of the district, strategies for teaching vocabulary, strategies for deepening both depth and breadth of student knowledge.	Professional Learning	08/05/2013	08/30/2013	\$5000 - Title II Part A	CAO of District, Principal, Assistant Principal, Curriculum Coaches

Activity - Science Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize vocabulary activities with each unit and teachers will increase the use and emphasis of critical subject and text specific vocabulary during instructional time.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

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Activity - Open-Ended Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and instruct students in solving open-ended problems and extending scientific projects. while communicating and defending their findings and observations on a regular basis.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

### Strategy2:

Differentiating Science Instruction - Teacher instruction will be diversified to meet the needs of all low performing groups. Homeroom teachers will use a number of strategies and activities to differentiate instruction including but not limited to; small group instruction, technology based instruction and direct instructional techniques.

Research Cited: Marzano, R.J., Pickering, D.J., Pollack, J.E., (2001). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. 29-32

Zemelman, S., Daniels, H., Hyde, A., (1998). Best Practice New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. 36-77

Tomlinson, C.S (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Activity - Science Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will activate student prior knowledge by having students create and utilize a variety of graphic organizers prior to the beginning of each unit. This will in turn allow instructional staff to more easily differentiate when they have a more clear picture of each student's base level of knowledge.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

Activity - Science PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will engage in monthly science PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Glazer Elementary are unstinting to increase their science proficiency	Evaluation	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers, Tutors

Activity - Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students an opportunity to complete a science fair project, particularly one that will deepen understanding of a particular scientific concept or skill set.	Extra Curricular	02/03/2014	06/02/2014	\$2000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

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Activity - Science Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at grade levels that will take the Science MEAP will implement blended learning strategies to increase scientific concept knowledge. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in Science	Technology	09/03/2013	06/02/2014	\$15000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers, Tutors

### Goal 3:

All Glazer Elementary Students will increase their proficiency in Writing

### Measurable Objective 1:

23% of All Students will demonstrate a proficiency increase in Writing in English Language Arts by 04/14/2014 as measured by a variety of state and district wide assessments including but not limited to; Smarter Balance Assessment, NWEA, District wide quarterly assessments.

### Strategy1:

Writing to Learn - Teachers will strive to ensure that writing to learn is a strategy incorporated into all curricular areas in order to promote student achievement. This strategy will be supported by three different types of classroom writing, including:

- 1) Provisional writing - brief daily writing that support learning
- 2) Readable writing - requiring students to clarify and organize their thinking to develop on-demand essays or responses
- 3) Published Writing - which engages students in the full writing and revision process

Research Cited: "The Core Six: Essential Strategies for Achieving Excellence". Silver, Harvey., Dewing, R.Thomas., Perini, Matthew (2012). Pages 50-64

Graham, S., & Herbert, M. (2010). Writing to Read: Evidence for how writing can improve reading. Washington, DC: Alliance for Excellent Reading

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate regular journal writing across all major curricular areas.	Other	05/24/2013	06/02/2014	\$0 - No Funding Required	Homeroom Teachers

Activity - Writing to Learn Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will engage in professional learning that will facilitate the incorporation of writing practice through the school curriculum which will increase student quality and quantity of writing produced.	Professional Learning	08/05/2013	08/30/2013	\$20000 - Title II Part A	CAO of District, Principal, Assistant Principal, Curriculum Coaches, Writing Consultant

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Activity - The Core 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive a copy of The Core Six to increase background knowledge of 'Writing to Learn' strategy.	Professional Learning	08/05/2013	08/30/2013	\$300 - Title II Part A	CAO of District, Principal

Activity - Writing PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will engage in monthly writing PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Glazer Elementary are unstinting to increase their writing proficiency	Evaluation	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

### Strategy2:

Differentiating Writing Instruction - Homeroom teachers will deliver writing curriculum that meets the academic needs of all students. Direct instruction will be sufficiently diversified for all students to increase proficiency. Homeroom teachers will implement a variety of research based strategies and activities to promote this increase, including but not limited to: use of technology, blended learning and small group instruction as well as a variety of direct instruction techniques and practices.

Research Cited: Marzano, R.J., Pickering, D.J., Pollack, J.E., (2001). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. 29-32

Zemelman, S., Daniels, H., Hyde, A., (1998). Best Practice New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. 36-77

Tomlinson, C.S (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Activity - Writing Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at all grade levels will implement blended learning strategies to increase writing skills. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in writing	Technology	09/03/2013	06/02/2014	\$15000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Paradigm Glazer Staff will implement effective research based curriculum strategies (stop light sentences) to increase performance in writing, and writing fluency during the Adventures in Learning Summer Enrichment Program. Instructors and tutors will provide extended learning opportunities during a six week summer learning program. Students will receive daily writing instruction throughout the summer program.	Academic Support Program	06/24/2013	08/23/2013	\$47000 - Title I Part A	Principal, Assistant Principal, Summer School Instructional Staff

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Activity - Writing After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additionally, struggling students will also have the opportunity to receive additional academic support in our after-school tutoring program. Students will be identified from a variety of district and state-wide data sources and be exposed to an after-school program that is both data and standards driven.	Academic Support Program	10/07/2013	06/02/2014	\$30000 - Title I Part A	Principal, Assistant Principal, After-School Tutoring Staff

Activity - Writing In School Tutoring and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 10% of 1st grade, 20% of 2nd grade and 30% of 3rd grade will participate in in-school tutoring sessions using Team Alphie and Study Island as platforms. Students will be in a group with an 11:1 ratio and will participate in these tutoring sessions 5 times per week for at least 30 minutes per session.	Academic Support Program	09/03/2013	06/02/2014	\$80000 - Title I Part A	Principal, Assistant Principal, In School Tutoring Staff, SFA Reading Facilitator, Curriculum Coaches

### Narrative:

New Paradigm Glazer Academy has used results for the Comprehensive Needs Assessment (CNA) as well as perception data to create a professional development plan that identifies ongoing, sustained professional development that is aligned to the School Improvement Plan as well as our Transformation Redesign Plan. These professional development opportunities included embedded professional development provided by our curriculum coaches, peer coaching across grade level meetings, in-house professional development on district development days as well as staff meeting time provided by the principal for teacher collaboration, district sponsored professional development aligned to curriculum as well as individualized through the Michigan Virtual University PD360.

Teacher knowledge of differentiated instruction and formative assessment were not visible during September and October monthly classroom observations. Therefore, the perception data indicates that teachers require more professional development regarding the application of formative assessment and differentiated instruction.

Therefore, three Tuesday staff meetings of the month will involve a one-hour professional development session beginning in September 2013 through June 2014 and will cover topics such as how to assess and progress monitor StemScope (science) and math, how to encourage students to learn and maintain basic math skills, and ways to differentiate instruction in Stemscope and math to ensure that all children are achieving. The principal, along with the curriculum coaches, will continue to monitor teacher lesson plans to ensure that differentiated instruction is continuously fostered in the classrooms.

The staff is encouraged to keep a running record of all professional development/trainings in which they engage in, in and outside of the school, in their data folders/binders. Also, the staff will stay abreast as to the current research and findings in reference to Common Core State Standards (CCSS) by engaging in a monthly collective viewing of Michigan Virtual University. As New Paradigm Glazer Academy continues to promote the Science, Technology, Engineering, and Math (S.T.E.M.) program, staff will work in collaboration with Rice University to develop lesson plans reflective of S.T.E.M. implementation. The principal and curriculum coaches will evaluate the effectiveness of the implementation of best practices, research strategies through data monitoring, peer support/mentoring, and classroom observations.

To support the Transformation Plan at New Paradigm Glazer Academy, the successful implementation of the three Big Ideas will hinge on the ability to infuse professional development into the daily work schedules of staff members. Instructional delivery based on the development and use of data will be the key focal point for the leadership, School Improvement Team (SIT), and the instructional staff members to maintain in the forefront of professional development and growth. As a Professional Learning Community (PLC), New Paradigm Glazer Academy staff will focus on incorporating shared learning experiences and improving classroom instruction in every aspect of

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planning and implementation. The school will continue to use its mandated 96+ hours per year of professional development time to focus on developing and enhancing a PLC and making Response-to-Intervention (RTI) a regular part of daily classroom instruction. A formal calendar has been developed and will be utilized. Classroom teachers who have shown high-yield results in student achievement will be asked to collaborate and share with the staff research-based best strategies that were implemented. Additionally, bi-weekly staff meetings will be devoted to grade level and content collaboration to address the Big Ideas. School-wide Title 1 funds will be utilized to support professional development beyond the school day. The central theme and focus will be to understand and develop best practices to implement the Big Ideas.

Using data to drive instruction will be emphasized at all grade levels by having all staff members facilitate classroom instruction by way of the instructional learning cycle throughout the school year. Teachers will be provided opportunities to receive professional development training based on PLC, RTI, and data results from the core subject areas of reading, math, writing, social studies, and science. As a means of implementation, staff members will be expected to display data, conduct student conferences to discuss and monitor progress, provide additional support as needed, and inform and involve parents in the students' academic progress. It will be the responsibility of the principal and the curriculum coaches to monitor and track staff progress through classroom observations throughout the school year. Curriculum coaches will support staff members in all content areas as needed to enhance instructional practices and learning. Based on the classroom observations, teachers will also be provided specific professional development training in identified areas of need. Data from the observations will be used to develop individual growth plans with the focus on creating more effective teaching strategies to improve academic growth and performance standards. The utilization of the Michigan Virtual University and identified workshops will also aid in addressing each teachers' needs pertaining to their professional growth and development. Staff members will be expected to develop Professional Development Plans (PDP) as an essential tool for enhancing their individual teaching and learning needs. All teachers will be expected to continue implementing student learning goals (as identified from NWEA data in reading, language and math), collecting artifacts, and provide data documentation.

The school leadership team will receive professional development to continue broadening their leadership skills as instructional leaders in supporting staff members to become more reflective, maintain accurate records, grow and develop professionally, effectively utilize data to increase student achievement by supporting individual student needs. Also essential to implementing the Big Ideas will be the need for competency with technology. Staff members requiring technology support will be assisted by the district technology team as needed. As an intricate part of the PLC, technology updates will be provided during specific staff meetings.

As a means of empowering the New Paradigm Glazer Academy staff, all decisions pertaining to professional development will be decided at the building level. Staff member needs, individually and collectively, will be combined with the results of analyzed data from the various forms of assessment. Professional development activities will be aligned to the State Of Michigan's Professional Development Standards in conjunction with common core state standards in all core subject areas. To maintain an on-going focus and support of the professional development plan for the New Paradigm Glazer Academy staff, the leadership team, curriculum coaches, and the School Improvement Team will be the driving forces in the implementation and application of the plan in the daily practices of the staff. The New Paradigm Glazer Academy Professional Development Plan calendar is attached.

All teachers are expected to give a brief synopsis as to what they learned from their professional development training/sessions if the PD or training was NOT attended by the entire staff via email or verbal overview during a staff meeting proceeding two weeks after the PD session. Each teacher and staff member is expected to complete a Professional Learning Plan indicating their weaknesses and strengths and identify which professional development training they will need to strengthen their weaknesses. Through the process of reviewing lesson plans, formal and informal observations, the principal and curriculum coaches will determine if the concepts and skills gathered in professional development training are being implemented.

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

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

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

Taking on leadership roles within the building and working together as a team respecting each other opinions, trusting each other, and holding all staff members accountable will lead to a better atmosphere to promote student growth and ownership of the building. Additionally, if approved by the district Glazer staff members who meet or exceed 15% growth on district and statewide assessments would receive stipends or bonuses of no more than \$600.00 for outstanding gains in individual classrooms pertaining to math, science, and writing. Furthermore, the school will also pursue the implementation of the Fellowship of Instructional Leaders provided by Skillman Champion Schools Network. This program promotes school improvement plan alignment, builds school capacity, establish staff coherence, improve instructional strategies, and enhance leadership skills for teachers interested in expanding their leadership career.

Furthermore, additional incentives include:

- Differentiated Instruction workshops
- Professional development aligned to state performance standards
- Competitive salaries
- Looping with students to next grade level
- Based upon budget, enrollment and performance staff bonus and tuition reimbursement are available.
- In 2014-2015 teachers will be allowed to teach the subject he/she is the strongest in.

These incentives will be measured by using the data from NWEA, MEAP, Quarterly assessments, ANET assessments, and students report cards.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6:** Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

**Indicator 6A:** In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

### Goal 1:

All Glazer Elementary students will increase their proficiency in Math

### Measurable Objective 1:

30% of All Students will demonstrate a proficiency increase in their basic computation skills in Mathematics by 04/14/2014 as measured by a variety of state and district wide assessments including but not limited to; Smarter Balance Assessment, NWEA, District wide quarterly assessments.

### Strategy1:

Simulations and Games - Simulations allow students to learn through exploration using a variety of strategies to find a path to success. Games are proven to be both an engaging and innovative approach to many practical applications including learning goals. Glazer instructional staff will provide students with opportunities to engage in math and deepen conceptual rather than merely procedural understanding through the use of technology and games as well as the use of tangible tools and manipulatives.

Research Cited: Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools* (2nd ed). pp 83-106. Portsmouth: Heinemann.

This chapter discusses a variety of Mathematical best practices including use of manipulatives and working in cooperative small groups to promote understanding.

Feathers, K. (1993). *Infotext: Reading and Learning*. pp 119-137. Toronto: Pippin Publishing Corporation.

The chapter on vocabulary discusses the importance of teaching vocabulary deliberately.

"The Core Six: Essential Strategies for Achieving Excellence". Silver, Harvey., Dewing, R.Thomas., Perini, Matthew (2012). Pages 27-29.

This passage discusses the importance of students being able to use the strategy of inference as well as the importance of teaching academic vocabulary deliberately.

## Redesign Plan

New Paradigm Glazer Academy

Activity - Math Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at all grade levels will implement blended learning strategies to increase Math computation. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in Math	Technology	09/03/2013	06/02/2014	\$15000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and instruct through the use of manipulatives and other tangible tools on a regular basis to help students learn critical math skills and concepts	Other	09/03/2013	06/02/2014	\$5000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Study Island and MAP Link	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will purchase subscription linking Study Island Blended Learning platform to MAP NWEA Student assessment tool. This will allow homeroom teachers to build blended learning curriculum specific to each student based on their deficiencies for our student assessment platform. This will allow students to spend time practicing in areas of weakness in order to increase student impeachment in math.	Technology	10/07/2013	06/02/2014	\$1000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Math Games Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will go through professional learning focused around how they can implement Math Games into their classroom environments to increase student engagement and academic achievement.	Professional Learning	08/05/2013	08/30/2013	\$5000 - Title II Part A	CAO of District, Principal, Assistant Principal, Curriculum Coach

### Strategy2:

Differentiating Instruction - Teachers will provide Math instruction in their classrooms that is organized, innovative and focuses on a variety of learning styles. Instruction will be diversified to meet the needs of all learner using a variety of strategies and activities including but not limited to: use of technology and small group instruction as well as a variety of teacher led instructional strategies.

Research Cited: Tomlinson, C.A (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Tomlinson, C.A (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD Chapter 7

## Redesign Plan

New Paradigm Glazer Academy

Activity - Math PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will engage in monthly math PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Glazer Elementary are unstinting to increase their math proficiency.	Evaluation	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers, Tutors

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Paradigm Glazer Staff will implement effective research based curriculum strategies including minute math, math games and mental math to increase performance in computation during the Adventures in Learning Summer Enrichment Program. Instructors and tutors will provide extended learning opportunities during a six week summer learning program. Students will receive at least 1.5 hours of daily math instruction throughout the summer program.	Academic Support Program	06/24/2013	08/02/2013	\$47000 - Title I Part A	Principal, Assistant Principal, Summer School Instructional Staff

Activity - Math After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additionally, struggling students will also have the opportunity to receive additional academic support in our after-school tutoring program. Students will be identified from a variety of district and state-wide data sources and be exposed to an after-school program that is both data and standards driven.	Academic Support Program	10/07/2013	06/02/2014	\$30000 - Title I Part A	Principal, Assistant Principal, After School Instructional Staff

Activity - Math In-School Tutoring and Small Group Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 10% of 1st grade, 20% of 2nd grade and 30% of 3rd grade will participate in in-school tutoring sessions using Team Alphie and Study Island as platforms. Students will be in a group with an 11:1 ratio and will participate in these tutoring sessions 5 times per week for at least 30 minutes per session.	Academic Support Program	09/03/2013	06/02/2014	\$80000 - Title I Part A	Principal, Assistant Principal, Academic Tutoring Staff, SFA Reading Facilitator, Curriculum Coaches

### Goal 2:

All Glazer Elementary students will increase their proficiency in Science

### Measurable Objective 1:

26% of All Students will demonstrate a proficiency increase in Science by 04/14/2014 as measured by a variety of state and district wide assessments including but not limited to; Smarter Balance Assessment, NWEA, District wide quarterly assessments.

### Strategy1:

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Differentiating Science Instruction - Teacher instruction will be diversified to meet the needs of all low performing groups. Homeroom teachers will use a number of strategies and activities to differentiate instruction including but not limited to; small group instruction, technology based instruction and direct instructional techniques.

Research Cited: Marzano, R.J., Pickering, D.J., Pollack, J.E., (2001). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. 29-32

Zemelman, S., Daniels, H., Hyde, A., (1998). Best Practice New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. 36-77

Tomlinson, C.S (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Activity - Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students an opportunity to complete a science fair project, particularly one that will deepen understanding of a particular scientific concept or skill set.	Extra Curricular	02/03/2014	06/02/2014	\$2000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Science Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at grade levels that will take the Science MEAP will implement blended learning strategies to increase scientific concept knowledge. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in Science	Technology	09/03/2013	06/02/2014	\$15000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers, Tutors

Activity - Science Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will activate student prior knowledge by having students create and utilize a variety of graphic organizers prior to the beginning of each unit. This will in turn allow instructional staff to more easily differentiate when they have a more clear picture of each student's base level of knowledge.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

Activity - Science PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will engage in monthly science PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Glazer Elementary are unstinting to increase their science proficiency	Evaluation	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers, Tutors

### Strategy2:

Increase Understanding of Scientific Vocabulary and Concepts - Cause for a possible gap in Science proficiency may include following: 1)

Student attendance. 2) Ineffective delivery of instruction. 3) Ineffective use of techniques and instructional strategies utilized by teachers. 4)

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Insufficient use and/or lack of data to drive instruction. 5) Not fully implementing all components of the Science curriculum (Delta Foss) and 6) Students insufficient abilities to read and comprehend Science informal and expository text.

Classroom teachers will employ research-based strategies to increase performance in the area of science reading comprehension through Decoding Expository and Informational Science Text.

Research Cited: American Association for the Advancement of Science. 1993. Benchmarks for science literacy. New York: Oxford University Press.

National Science Teachers Association (NSTA). 2008. NSTA Position Statement: The Role of E-Learning in science education. Washington, D.C.: National Academy Press

National Research Council. 2000. How people learn: Brain, mind, experience, and school.

Committee on Developments in the Science of Learning. eds. John Bransford, Ann Brown, and Rodney Cocking. Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Activity - Open-Ended Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and instruct students in solving open-ended problems and extending scientific projects. while communicating and defending their findings and observations on a regular basis.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

Activity - Decoding Expository and Informational Science Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will employ research-based strategies to increase performance in the area of science reading comprehension through Decoding Expository and Informational Science Text using student workbooks, teachers manuals and games as resources and guidelines	Academic Support Program	09/03/2013	06/02/2014	\$2000 - Title I Part A	All instructional staff, Upper Elementary Science Teacher

Activity - Science Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize vocabulary activities with each unit and teachers will increase the use and emphasis of critical subject and text specific vocabulary during instructional time.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

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Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will undergo Science curricular PD including resources and instruction related to but not limited to; the science curriculum of the district, strategies for teaching vocabulary, strategies for deepening both depth and breadth of student knowledge.	Professional Learning	08/05/2013	08/30/2013	\$5000 - Title II Part A	CAO of District, Principal, Assistant Principal, Curriculum Coaches

### Goal 3:

All Glazer Elementary Students will increase their proficiency in Writing

### Measurable Objective 1:

23% of All Students will demonstrate a proficiency increase in Writing in English Language Arts by 04/14/2014 as measured by a variety of state and district wide assessments including but not limited to; Smarter Balance Assessment, NWEA, District wide quarterly assessments.

### Strategy1:

Writing to Learn - Teachers will strive to ensure that writing to learn is a strategy incorporated into all curricular areas in order to promote student achievement. This strategy will be supported by three different types of classroom writing, including:

- 1) Provisional writing - brief daily writing that support learning
- 2) Readable writing - requiring students to clarify and organize their thinking to develop on-demand essays or responses
- 3) Published Writing - which engages students in the full writing and revision process

Research Cited: "The Core Six: Essential Strategies for Achieving Excellence". Silver, Harvey., Dewing, R.Thomas., Perini, Matthew (2012). Pages 50-64

Graham, S., & Herbert, M. (2010). Writing to Read:Evidence for how writing can improve reading. Washington, DC: Alliance for Excellent Reading

Activity - Writing to Learn Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will engage in professional learning that will facilitate the incorporation of writing practice through the school curriculum which will increase student quality and quantity of writing produced.	Professional Learning	08/05/2013	08/30/2013	\$20000 - Title II Part A	CAO of District, Principal, Assistant Principal, Curriculum Coaches, Writing Consultant

Activity - The Core 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive a copy of The Core Six to increase background knowledge of 'Writing to Learn' strategy.	Professional Learning	08/05/2013	08/30/2013	\$300 - Title II Part A	CAO of District, Principal

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate regular journal writing across all major curricular areas.	Other	05/24/2013	06/02/2014	\$0 - No Funding Required	Homeroom Teachers

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Activity - Writing PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will engage in monthly writing PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Glazer Elementary are unstinting to increase their writing proficiency	Evaluation	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

### Strategy2:

Differentiating Writing Instruction - Homeroom teachers will deliver writing curriculum that meets the academic needs of all students. Direct instruction will be sufficiently diversified for all students to increase proficiency. Homeroom teachers will implement a variety of research based strategies and activities to promote this increase, including but not limited to: use of technology, blended learning and small group instruction as well as a variety of direct instruction techniques and practices.

Research Cited: Marzano, R.J., Pickering, D.J., Pollack, J.E., (2001). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. 29-32

Zemelman, S., Daniels, H., Hyde, A., (1998). Best Practice New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. 36-77

Tomlinson, C.S (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Activity - Writing In School Tutoring and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 10% of 1st grade, 20% of 2nd grade and 30% of 3rd grade will participate in in-school tutoring sessions using Team Alphie and Study Island as platforms. Students will be in a group with an 11:1 ratio and will participate in these tutoring sessions 5 times per week for at least 30 minutes per session.	Academic Support Program	09/03/2013	06/02/2014	\$80000 - Title I Part A	Principal, Assistant Principal, In School Tutoring Staff, SFA Reading Facilitator, Curriculum Coaches

Activity - Writing Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at all grade levels will implement blended learning strategies to increase writing skills. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in writing	Technology	09/03/2013	06/02/2014	\$15000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

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Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Paradigm Glazer Staff will implement effective research based curriculum strategies (stop light sentences) to increase performance in writing, and writing fluency during the Adventures in Learning Summer Enrichment Program. Instructors and tutors will provide extended learning opportunities during a six week summer learning program. Students will receive daily writing instruction throughout the summer program.	Academic Support Program	06/24/2013	08/23/2013	\$47000 - Title I Part A	Principal, Assistant Principal, Summer School Instructional Staff

Activity - Writing After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additionally, struggling students will also have the opportunity to receive additional academic support in our after-school tutoring program. Students will be identified from a variety of district and state-wide data sources and be exposed to an after-school program that is both data and standards driven.	Academic Support Program	10/07/2013	06/02/2014	\$30000 - Title I Part A	Principal, Assistant Principal, After-School Tutoring Staff

### Narrative:

In the previous years we have been affected by low attendance, high suspension rates, and low parental support. These factors along with our MEAP data where less than 10% of our students were proficient in math, science, and writing have contributed to us becoming a priority school.

Moving forward, we have adopted a new research-based math and science curriculum (Progress Mathematics and Stemsopes) that is aligned with the Common Core and the GLCES. The Stemsopes curriculum allows of a mix of hand-ons inquiry and online interactive lessons to guide student's learning. The curriculum has differentiated activities based on student reading levels. Our science lessons have a sequence of instruction that is consistent throughout grade levels and a pacing guide that builds upon students' previous learning.

In addition to our new science curriculum we have adopted a new math curriculum. Progress in Mathematics focuses on problem solving which is a weakness of our students. In addition, it contains differentiation that is based on math ability. During math time students follows a rigorous sequence of instruction that is consistent among all grade levels

Lessons from Math, science along with our other the content areas are designed using a researched based lesson plan template that requires teachers to differentiate the lessons to meet the needs of all students. Likewise, there are multiple writing resources that teachers have to assist them in the differentiation of writing lessons. These writing resources can be used in other content areas to promote writing across curriculums. Teachers attend a professional development that shows them how the various writing curriculums can be used together to meet the needs of learners.

These curriculums will be implemented in year one and will continue to be developed and strengthened in years two and three through the use of meaningful professional developments, PLCs and staff meetings where data will be analyzed .

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b)**

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explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.

### Goal 1:

All Glazer Elementary students will increase their proficiency in Math

### Measurable Objective 1:

30% of All Students will demonstrate a proficiency increase in their basic computation skills in Mathematics by 04/14/2014 as measured by a variety of state and district wide assessments including but not limited to; Smarter Balance Assessment, NWEA, District wide quarterly assessments.

### Strategy1:

Differentiating Instruction - Teachers will provide Math instruction in their classrooms that is organized, innovative and focuses on a variety of learning styles. Instruction will be diversified to meet the needs of all learner using a variety of strategies and activities including but not limited to: use of technology and small group instruction as well as a variety of teacher led instructional strategies.

Research Cited: Tomlinson, C.A (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Tomlinson, C.A (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD Chapter 7

Activity - Math After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additionally, struggling students will also have the opportunity to receive additional academic support in our after-school tutoring program. Students will be identified from a variety of district and state-wide data sources and be exposed to an after-school program that is both data and standards driven.	Academic Support Program	10/07/2013	06/02/2014	\$30000 - Title I Part A	Principal, Assistant Principal, After School Instructional Staff

Activity - Math PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will engage in monthly math PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Glazer Elementary are unstinting to increase their math proficiency.	Evaluation	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers, Tutors

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Activity - Math In-School Tutoring and Small Group Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 10% of 1st grade, 20% of 2nd grade and 30% of 3rd grade will participate in in-school tutoring sessions using Team Alphie and Study Island as platforms. Students will be in a group with an 11:1 ratio and will participate in these tutoring sessions 5 times per week for at least 30 minutes per session.	Academic Support Program	09/03/2013	06/02/2014	\$80000 - Title I Part A	Principal, Assistant Principal, Academic Tutoring Staff, SFA Reading Facilitator, Curriculum Coaches

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Paradigm Glazer Staff will implement effective research based curriculum strategies including minute math, math games and mental math to increase performance in computation during the Adventures in Learning Summer Enrichment Program. Instructors and tutors will provide extended learning opportunities during a six week summer learning program. Students will receive at least 1.5 hours of daily math instruction throughout the summer program.	Academic Support Program	06/24/2013	08/02/2013	\$47000 - Title I Part A	Principal, Assistant Principal, Summer School Instructional Staff

### Strategy2:

Simulations and Games - Simulations allow students to learn through exploration using a variety of strategies to find a path to success. Games are proven to be both an engaging and innovative approach to many practical applications including learning goals. Glazer instructional staff will provide students with opportunities to engage in math and deepen conceptual rather than merely procedural understanding through the use of technology and games as well as the use of tangible tools and manipulatives.

Research Cited: Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools* (2nd ed). pp 83-106. Portsmouth: Heinemann.

This chapter discusses a variety of Mathematical best practices including use of manipulatives and working in cooperative small groups to promote understanding.

Feathers, K. (1993). *Infotext: Reading and Learning*. pp 119-137. Toronto: Pippin Publishing Corporation.

The chapter on vocabulary discusses the importance of teaching vocabulary deliberately.

"The Core Six: Essential Strategies for Achieving Excellence". Silver, Harvey., Dewing, R.Thomas., Perini, Matthew (2012). Pages 27-29.

This passage discusses the importance of students being able to use the strategy of inference as well as the importance of teaching academic vocabulary deliberately.

Activity - Math Games Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will go through professional learning focused around how they can implement Math Games into their classroom environments to increase student engagement and academic achievement.	Professional Learning	08/05/2013	08/30/2013	\$5000 - Title II Part A	CAO of District, Principal, Assistant Principal, Curriculum Coach

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Activity - Math Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at all grade levels will implement blended learning strategies to increase Math computation. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in Math	Technology	09/03/2013	06/02/2014	\$15000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Study Island and MAP Link	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will purchase subscription linking Study Island Blended Learning platform to MAP NWEA Student assessment tool. This will allow homeroom teachers to build blended learning curriculum specific to each student based on their deficiencies for our student assessment platform. This will allow students to spend time practicing in areas of weakness in order to increase student impeachment in math.	Technology	10/07/2013	06/02/2014	\$1000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and instruct through the use of manipulatives and other tangible tools on a regular basis to help students learn critical math skills and concepts	Other	09/03/2013	06/02/2014	\$5000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

### Goal 2:

All Glazer Elementary students will increase their proficiency in Science

### Measurable Objective 1:

26% of All Students will demonstrate a proficiency increase in Science by 04/14/2014 as measured by a variety of state and district wide assessments including but not limited to; Smarter Balance Assessment, NWEA, District wide quarterly assessments.

### Strategy1:

Increase Understanding of Scientific Vocabulary and Concepts - Cause for a possible gap in Science proficiency may include following: 1) Student attendance. 2) Ineffective delivery of instruction. 3) Ineffective use of techniques and instructional strategies utilized by teachers. 4) Insufficient use and/or lack of data to drive instruction. 5) Not fully implementing all components of the Science curriculum (Delta Foss) and 6) Students insufficient abilities to read and comprehend Science informal and expository text.

Classroom teachers will employ research-based strategies to increase performance in the area of science reading comprehension through Decoding Expository and Informational Science Text.

Research Cited: American Association for the Advancement of Science. 1993. Benchmarks for science literacy. New York: Oxford University Press.

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D.C.: National Academy Press

National Research Council. 2000. How people learn: Brain, mind, experience, and school.

Committee on Developments in the Science of Learning. eds. John Bransford, Ann Brown, and Rodney Cocking. Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Activity - Open-Ended Problems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and instruct students in solving open-ended problems and extending scientific projects. while communicating and defending their findings and observations on a regular basis.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

Activity - Science Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize vocabulary activities with each unit and teachers will increase the use and emphasis of critical subject and text specific vocabulary during instructional time.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will undergo Science curricular PD including resources and instruction related to but not limited to; the science curriculum of the district, strategies for teaching vocabulary, strategies for deepening both depth and breadth of student knowledge.	Professional Learning	08/05/2013	08/30/2013	\$5000 - Title II Part A	CAO of District, Principal, Assistant Principal, Curriculum Coaches

Activity - Decoding Expository and Informational Science Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will employ research-based strategies to increase performance in the area of science reading comprehension through Decoding Expository and Informational Science Text using student workbooks, teachers manuals and games as resources and guidelines	Academic Support Program	09/03/2013	06/02/2014	\$2000 - Title I Part A	All instructional staff, Upper Elementary Science Teacher

### Strategy2:

Differentiating Science Instruction - Teacher instruction will be diversified to meet the needs of all low performing groups. Homeroom teachers will use a number of strategies and activities to differentiate instruction including but not limited to; small group instruction, technology based instruction and direct instructional techniques.

Research Cited: Marzano, R.J., Pickering, D.J., Pollack, J.E., (2001). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. 29-32

Zemelman, S., Daniels, H., Hyde, A., (1998). Best Practice New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. 36-77

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Tomlinson, C.S (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Activity - Science PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will engage in monthly science PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Glazer Elementary are unstinting to increase their science proficiency	Evaluation	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers, Tutors

Activity - Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students an opportunity to complete a science fair project, particularly one that will deepen understanding of a particular scientific concept or skill set.	Extra Curricular	02/03/2014	06/02/2014	\$2000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers

Activity - Science Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will activate student prior knowledge by having students create and utilize a variety of graphic organizers prior to the beginning of each unit. This will in turn allow instructional staff to more easily differentiate when they have a more clear picture of each student's base level of knowledge.	Other	09/03/2013	06/02/2014	\$0 - No Funding Required	Principal, Assistant Principal, Homeroom Teachers

Activity - Science Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at grade levels that will take the Science MEAP will implement blended learning strategies to increase scientific concept knowledge. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in Science	Technology	09/03/2013	06/02/2014	\$15000 - Title I Part A	Principal, Assistant Principal, Homeroom Teachers, Tutors

### Narrative:

Educators at Glazer Academy will monitor student progress using NWEA, Success for All reading program, Achievement Net, quarterly assessments, MEAP, and individualized classroom formative and summative assessments. Based upon review of test results from NWEA and MEAP testing, and the aggregate of those testing results as listed in School City, it has been determined that Glazer students have been under district and state requirements for math and science, as well as critical areas such as reading and writing.

Adolescent Accelerate Reading Initiative- an intervention reading program designed to promote higher order thinking and problem solving reading strategies.

All educational team members have a curriculum pacing guide which guides instruction.

All teachers have access to individual student data for NWEA, MEAP, and SFA specific for their classroom.

Grade level meetings are held with curriculum coaches for data analysis and to discuss intervention strategies.

Teachers participate in Professional Learning Communities (PLCs) and embedded professional development is provided starting in the summer and throughout the school year.

All instructional staff analyzes assessment data to identify student weakness areas. Teams will desegregate the documented information and reflect on the effectiveness of the intervention. Teams will use data to appropriately place students in their proper level group, monitoring and adjusting quarterly. Post progress monitoring data guides adjustments that are then reflected in weekly lesson plans. Staff meetings will also be utilized for discussion and planning across grade levels and disciplines.

Teachers are also supported in their instruction practices by embedded profession development and support from the instructional specialists and tutors, as well as school service assistants.

Teachers are required to create Common Core aligned lesson plans, with clearly stated differentiation techniques and groupings that are being implemented. These plans are submitted weekly to the principal and curriculum coaches and available within the classroom. Teachers are to have observable, and obtainable objectives clearly posted, using "I can" statements (re- statement of objectives in kid-friendly language).

Instructional lessons are aligned using the district pacing guide, ensuring that all staff are covering the same content. Teachers use a variety of formative and summative assessments throughout lessons to check for understand considering all learning styles.

NWEA, SFA Member Center, MEAP, will allow the teacher to pre- and post test as well as progress monitor throughout the school year. These activities are aligned from the data that is collected. Along with the previously mentioned assessment tools, teachers use the end of the unit assessments and follow up questions for higher order thinking. The open-ended questions allow the teacher to check for depth of knowledge of topic. All educators focus on procedural routines for the 1st weeks to establish norms and behavioral practices. Doing this assures having the time needed in a school day to be able to reflect with the students and personalize instruction. While establishing norms for the classroom environment they also establish norms and behavioral practices for all groupings of student, i.e., large groups, small group, and individually.

Having the access to such assessments such as NWEA, MEAP, and district wide quarterly assessments gives teachers the opportunity to use this data to support student learning.

Students will be aware of their progress through a school wide data wall, ie a graph or some other visible representation of assessment results. Teachers will conduct data chats with students to discuss student-set goals for future progress.

Action Steps:

- Add in piece about School City
- Expectations for building wide use of data:
  - o Data walls
  - o Data chats (students set goals for progress)
- Clearly outline how this relates back to big ideas in Math, Science, and writing

## Redesign Plan

New Paradigm Glazer Academy

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- Incorporate feedback from reviewer comments from draft submission

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

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

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

At the beginning of the 2013-2013 school year, Glazer made a few changes to the schedule to increase instructional time for students. In order to increase the learning time for students Glazer decided to provide students with only one special. In addition, both math and reading blocks have been increased to 90 minutes with 30 minutes of math being a school -wide focus on two to three weak standards for a two week period with the idea of improving proficiency in those areas school wide. Additionally, these standards would change every two weeks. Furthermore, the school has established a new schedule allowing for increased instructional time during the day in all core subject areas.

Moreover, there are a myriad of activities listed below that will assist with increasing learning time through targeted instruction and collaboration time of teachers:

- an additional 15 days has been added to our academic calendar
- summer School Tutoring ( 6 weeks)
- after school tutoring
- small group tutoring (daily)
- PLC meetings (weekly)
- solutions meetings (RTI/Intervention)

Lastly, Glazer will begin to offer enrichment opportunities such as:

- Basketball
- soccer
- volleyball
- robotics
- Green team
- mentoring programs

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

New Paradigm Glazer Academy parent members and community partners will play a very important role in the transformation of our redesign plan. Many activities have been initiated and will continue on a weekly and monthly schedule. Numerous opportunities are provided for parents to be involved in volunteering in the classroom and with school and community events, such as: Orientation Night, Open House, Quarterly Parent-Teacher Conferences, Curriculum Night (Math, Reading, Science, Writing, and Social Studies), Science Fair Night, Honor Roll Assemblies, Kindergarten Round-Up, Mobile Dentist, Muffin with Moms, Donuts with Dads, Mocha Moms, Dad's Club, Winter Program, Black History Program, Weekly Phone Blast, and completion of parent interest and perception surveys. These activities will continue to assist in giving parents the knowledge necessary to help their children at home and keep them abreast of the expectations. However, parent involvement needs to be increased using various avenues to help emphasize the importance of education and high test scores for college and career readiness.

Curriculum nights will provide parents with information regarding all subject areas and the expectations for learning in the school for Grade Level Content Expectations (GLCEs) and Common Core State Standards (CCSS). Parent Teacher Conferences are scheduled quarterly to give families the opportunity to ask questions and see the decline or progression of academic performance and view actual assignments. Volunteer opportunities in the classroom, lunchroom, class projects, and field trips help parents feel a part of the school community and aids in communicating to other families the initiatives in the school and the daily operations and expectations which support the mission and vision of New Paradigm Glazer Academy. After school functions help foster relationships with other families, community partners, and staff members which improve our communication in the community we serve.

There are a myriad of community partners as well: Community Partners (Christ-Cranbook Church, Temple Beth-El, Focus Hope), Community Services (Greening of Detroit, Mobile Dentist), Community Outreach (Good Fellows, Forgotten Harvest). The latest research shows that families and community play a critical role in the success of schools. Further research shows a rapid decline over the years in regards to active participation with parents which leads to a dialogue of what we can do together to continue our relationships and help convey the message of the pursuit of academic excellence and giving 110% everyday. This will facilitate the transformation of New Paradigm Glazer Academy as a school and the transformation of our students as academic scholars. While we transform our school, we will continue to partner with our parents and community partners to reach every student and use the avenues identified to encourage them to become involved on committees, volunteer, chaperone and attend after school activities that will expand our RTI program, resources and activities implemented in the classroom which families can use at home and offer community support. Parents and community partners will also be asked for feedback and perception of the climate and academic expectations through surveys, emails and phone calls two or three times a year to assist in ensuring our reform efforts are being met.

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

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The board will provide site-based management with support from executive management to provide a comprehensive approach of increasing student achievement. Though the school calendar is aligned with that of a network of schools, the new principal will autonomously set the school day schedule and the schedule of Title staff, as well as provide leadership in the delivery of instructional services.

Through school improvement processes such as the comprehensive needs assessment and the school data analysis report and discussion, Glazer's SIT in collaboration with curricular staff, will identify student needs, plan the implementation of evidenced-based practices and plan Title I resource allocation. This approach provides ownership of the school's success and ultimately engages all staff members in the continued refinement and improvement of school programs while strengthening accountability.

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

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

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

New Paradigm for Education provides continuous support for Glazer Academy with support from Human Resources, Chief Academic Officer, and the Superintendent. In addition, New Paradigm provides a month long professional development on management, curriculum, assessments, and reading data. Additionally, Glazer receives support from Michigan State University an external partner and Wayne RESA which provides consultations. Furthermore, Wayne Resa also provides resources through their webinars and professional developments and replies to emails regarding SPED services or issues, RTI, PBIS and other issues that might arise. At this time, Catherine Gray from Michigan State has offered assistance with the data presented on the goals for increasing success in students. The Chief Academic Officer also monitors the program and works closely with the school leader to provide targeted, deliberate and meaningful instruction to all students. As stated earlier, New Paradigm, the school leader, Michigan State, and Wayne RESA communicate regularly and will support Glazer through school visits, phone calls and meetings.

Moreover, the services provided by New Paradigm, Michigan State, and Wayne RESA are readily assessable by a phone call or email. At least once a week, administrators and coaches interact with New Paradigm, Michigan State, and Wayne RESA, which is also a time to receive assistance or ask questions.



Planning

Promotes the success of **some** students by developing and implementing a shared vision and mission.

Promotes the success of **some** students by rarely collecting and using data to identify goals and effectiveness.

Promotes the success of **some** students by rarely creating and implementing plans to achieve goals.

Promotes the success of **some** students by rarely promoting

- Staff Meetings
- Assemblies
- Parent Workshops
- Newsletters
- Collaborative Personalized Mission
- End-of-Year Survey
- Meeting Norms
- Data Supported Goal Statements
- On-Going Data Analysis
- Data Review PD's

- Action Plans
- Develop Support Systems using Success Network

- School Improvement Team
- Solution Committees
- Quarterly Goal

	promoting continuous and sustainable improvement.	promoting continuous and sustainable improvement.	continuous and sustainable improvement.	and Assessment
	Promotes the success of <b>all</b> students by <u>weekly</u> monitoring and evaluating progress and revising goals.	Promotes the success of <b>most</b> students by <u>monthly</u> monitoring and evaluating progress and revising goals.	Promotes the success of <b>some</b> students by <u>quarterly</u> monitoring and evaluating progress and revising goals.	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Surveys</li> <li>• Peer-Observations</li> <li>• Program Progress Updates</li> </ul>



	<p>Promotes the success of <b>all</b> students by <u>consistently</u> developing accountability systems to monitor student progress.</p>	<p>Promotes the success of <b>most</b> students by <u>sometimes</u> developing accountability systems to monitor student progress.</p>	<p>Promotes the success of <b>some</b> students by <u>rarely</u> developing accountability systems to monitor student progress.</p>	<ul style="list-style-type: none"> <li>• Data Analysis from Summatives</li> <li>• PLC Team Meetings</li> <li>• Report Card/Data Review</li> <li>• Test Protocol</li> </ul>

	Promotes the success of <b>all</b> students by <u>daily</u> monitoring and evaluating the management and operational systems.	students by	Promotes the success of <b>most</b> students by <u>weekly</u> monitoring and evaluating the management and operational systems.	Promotes the success of <b>most</b> students by
	Promotes the success of <b>all</b> students by <u>efficiently and effectively</u> utilizing human, fiscal, and technological resources.		Promotes the success of <b>most</b> students by <u>efficiently and somewhat effectively</u> utilizing human, fiscal, and technological resources.	
	Promotes the success of <b>all</b> students by <u>always</u> protecting the welfare and safety of students and staff.		Promotes the success of <b>most</b> students by <u>sometimes</u> protecting the welfare and safety of students and staff.	
	Promotes the success of <b>all</b>			

Promotes the success of **some** students by randomly monitoring and evaluating the management and operational systems.

Promotes the success of **some** students by inefficiently and ineffectively utilizing human, fiscal, and technological resources.

Promotes the success of **some** students by rarely protecting the welfare and safety of students and staff.

Promotes the success of **some** students by rarely

- Daily Maintenance Checks
- Lunchroom Duty
- Executive Team Meetings
- Instructional and Non Instructional Summatives
- Leadership Team
- Supply and Curriculum Orders
- Scheduling
- Interviewing
- Technology Inventory
- ERT Member
- Review Emergency Plans
- Conduct Safety Drills
- Host Student Safety Assemblies
- Before/After School Traffic
- Medical, Emergency, and Allergy information in every room
- Professional Development
- Assign Project Tasks

	proactively developing the capacity for distributed leadership.	reactively developing the capacity for distributed leadership.	developing the capacity for distributed leadership.	<ul style="list-style-type: none"> <li>Peer Observations, Model Teaching</li> </ul>
	Promotes the success of <b>all</b> students with <u>daily</u> organizational leadership to support quality instruction and student learning.	Promotes the success of <b>most</b> students with <u>general</u> organizational leadership to support quality instruction and student learning.	Promotes the success of <b>some</b> students with <u>unclear</u> organizational leadership to support quality instruction and student learning.	<ul style="list-style-type: none"> <li>Meeting Agendas and Notes</li> <li>Observation Follow-Up</li> <li>Pre/Post Conferences</li> <li>Coach Feedback</li> <li>Behavioral Data Tracking</li> </ul>
				<ul style="list-style-type: none"> <li></li> </ul>



	<p>Promotes the success of <b>all</b> students by <u>quarterly</u> building and sustaining productive relationships with community</p>	<p>Promotes the success of <b>most</b> students by <u>annually</u> building and sustaining productive relationships with community</p>	<p>Promotes the success of <b>some</b> students by <u>rarely</u> building and sustaining productive relationships with community partners.</p>	<ul style="list-style-type: none"> <li>• Develop Innovative Student Programs</li> <li>• Community Events</li> <li>• Meetings with Community Leaders</li> </ul>
	<p>partners.</p>	<p>partners.</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

	Promotes the success of <b>all</b> students by ensuring a <u>weekly</u> system of accountability for every student's academic and social success.	Promotes the success of <b>most</b> students by ensuring a <u>monthly</u> system of accountability for every student's academic and social success.	Promotes the success of <b>some</b> students by ensuring a <u>quarterly</u> system of accountability for every student's academic and social success.	<ul style="list-style-type: none"> <li>• Solution Referrals</li> <li>• Intervention Programming</li> <li>• Incident and Accident Forms</li> <li>• Health Center Collaborations</li> </ul>
	Promotes the success of <b>all</b> students by <u>always</u> modeling principles of self-awareness, reflective practice, transparency, and ethical behavior.  Promotes the success of <b>all</b> students by <u>always</u> modeling principles of self-awareness, reflective practice, transparency, and ethical behavior.	social success. Promotes the success of <b>most</b> students by <u>mostly</u> modeling principles of self-awareness, reflective practice, transparency, and ethical behavior.	Promotes the success of <b>some</b> students by <u>occasionally</u> modeling principles of self-awareness, reflective practice, transparency, and ethical behavior. Promotes the success of <b>some</b> students by <u>occasionally</u> modeling principles of self-awareness, reflective practice, transparency, and ethical behavior.	<ul style="list-style-type: none"> <li>• Professional Growth Plan</li> <li>• Academy Meetings</li> <li>• Student and Parent Assemblies</li> <li>• Character Camp</li> </ul>
	success of <b>all</b> students by <u>always</u> safeguarding the values of democracy, equity, and diversity.	Promotes the success of <b>most</b> students by <u>mostly</u> safeguarding the values of democracy, equity, and diversity.	success of <b>some</b> students by <u>occasionally</u> safeguarding the values of democracy, equity, and diversity.	<ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• FERPA Adherence</li> <li>• Special Education</li> <li>• Inclusion</li> </ul>

	<p>Promotes the success of <b>all</b> students by <u>always</u> considering and evaluating the potential moral and legal consequences of decision-making.</p>	<p>Promotes the success of <b>most</b> students by <u>sometimes</u> considering and evaluating the potential moral and legal consequences of decision-making.</p>	<p>Promotes the success of <b>some</b> students by <u>rarely</u> considering and evaluating the potential moral and legal consequences of decision-making.</p>	<ul style="list-style-type: none"> <li>• Corporal Punishment Training</li> <li>• Sexual Harassment Training</li> <li>• Documentation</li> </ul>
	<p>Promotes the success of <b>all</b> students by <u>consistently</u> promoting social justice and ensuring that individual student needs inform all aspects of schooling.</p>	<p>Promotes the success of <b>most</b> students by <u>sometimes consistently</u> promoting social justice and ensuring that individual student needs inform all aspects of schooling.</p>	<p>Promotes the success of <b>some</b> students by <u>rarely</u> promoting social justice and ensuring that individual student needs inform all aspects of schooling.</p>	<ul style="list-style-type: none"> <li>• IEP/504 Meetings</li> <li>• Academic Progress Updates</li> <li>• BIP</li> <li>• Follow the Code of Conduct</li> </ul>
				<ul style="list-style-type: none"> <li>•</li> </ul>



NEW PARADIGM FOR EDUCATION  
TEACHER PERFORMANCE SUMMATIVE EVALUATION

**TEACHER NAME:**

**JOB TITLE:**

**DATE:**

**REVIEWERS NAME:**

In order to create the teacher performance rubric the leadership staff met over a series of sessions to discuss and identify the expectation in order to move student growth. Staff identified multiple assessment data that would be included to identify student growth over a period of time. The data that will be utilized to evaluate teacher effectiveness will be formative, summative, norm and criteria reference assessment. Teachers will be evaluated using the following areas:

1. Teacher Professional Responsibilities (inclusive of teacher attendance)-30%
2. Student Growth and Gains/School wide Achievement 40%
3. Design implementation 25%
4. Customer Satisfaction (Individual/School) 15%

**Planning and Preparation  
Demonstrating Knowledge of Content and Pedagogy**

Level of Performance				
Component	1	2	3	4
<b>Knowledge of Content</b>	Teacher makes content errors or does not correct content errors student makes	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge.
<b>Knowledge of Prerequisite Relationships</b>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plan and practices reflect understanding of prerequisite relationships among topics and concept.	Teacher activity builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<b>Knowledge of Content Related Pedagogy</b>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconception.	Pedagogical practices reflect current research on basic pedagogical practice within the discipline but without anticipating student misconception.	Teacher displays continuing search for best practice and anticipates student misconceptions.

**Basis for Evaluation:**

**Total Teacher Rating:** \_\_\_\_\_

**Planning and Preparation  
Demonstrating Knowledge of Students**

Component	Level of Performance			
	1	2	3	4
<b>Knowledge of Characteristic of Age Group</b>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of development characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age groups, as well as exceptions to general pattern.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows pattern. Good review of prerequisite skills to introduce the lesson.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<b>Knowledge of Students' Skills and Knowledge</b>	Teacher displays little knowledge of student skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.
<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teacher displays little understanding of the students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students' and recognizes the value of this knowledge.	Teacher displays skills and knowledge of each student.  Evident through her monitoring of student progress.
<b>Planning and Preparation of Lesson Plans</b>	Teacher lack detail and/or instruction does not match lesson. Materials are not easily assessable	Teacher has some details and/or instruction sometimes coincide. Materials are somewhat assessable but not one consecutive ready.	Teacher lesson plans are current and instruction matches plans. Materials are assessable and ready. Procedures are in place to distribute materials.	Teacher lesson plans and instruction display detail and matches instruction. Bloom's Taxonomy (higher levels) is utilized. Materials are easily assessable and ready prior to lesson. Procedures are in place and implemented to distribute materials.

**Basis for Evaluation:**

Total Teacher Rating: \_\_\_\_\_

### Designing Coherent Instruction

Component	Level of Performance			
	1	2	3	4
<b>Learning Activities</b>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the units is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
<b>Instructional Materials and Resources</b>	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional groups. There is evidence of student choice in selecting different patterns of instructional groups.
<b>Lessons and Unit Structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognized structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to students needs. Very clear structure. Mrs. Bova's instruction follows the understanding of her students. Sequence of instruction reflects the understanding of the students.
<b>Sequence of Instruction</b>	Teacher does not follow pacing chart or sequence of instruction and/or components of program.	Teacher somewhat implements the pacing chart or sequence of instruction and/or components of program.	Teacher implements many of the pacing charts and is on target. Sometimes following many components of the program.	Teacher implements all pacing charts and follows the sequence of instruction. All components of the program are effectively implemented.

Basis for Evaluation:

Total Teacher Rating: \_\_\_\_\_

**Assessing Student Learning**

Component	Level of Performance			
	1	2	3	4
<b>Congruence With Instructional Goals</b>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others. Calling students to answer questions...could have been done through: think, write, show. – A larger population can be surveyed this way.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
<b>Criteria and Standards</b>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
<b>Use for Planning</b>	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.
<b>Student Assessment</b>	Less than 50% of students are scoring 80% or better on CC assessments.	Less than 60% of students are scoring 80% on CC assessments.	Less than 75% of students are scoring 80% on CC assessments.	76% or more of students are passing CC assessments with a score of 80% or better.

**Basis for Evaluation:**

Total Teacher Rating: \_\_\_\_\_

**The Classroom Environment**  
**Creating an Environment of Respect and Rapport**

Level of Performance				
Component	1	2	3	4
<b>Teacher Interaction With Students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Student exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
<b>Student Interaction</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

**Basis for Evaluation:**

**Total Teacher Rating:** \_\_\_\_\_

**The Classroom Environment  
Establishing a Culture for Learning**

Component	Level of Performance			
	1	2	3	4
<b>Importance of the Content</b>	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value. Why do we have to learn to draw pictures to help us solve math problems? Does this help us in real life application? How?	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<b>Student Pride in Work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimal accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it-for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
<b>Expectations for Learning and Achievement</b>	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

**Basis for Evaluation:**

**Total Teacher Rating:** \_\_\_\_\_

**The Classroom Environment**  
**Managing Classroom Procedures**

Component	Level of Performance			
	1	2	3	4
<b>Management of Instructional Groups</b>	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so that most students are engaged at all times. Although students are in groups, I would suggest infusing some SFA-type strategies used in cooperative learning. Think-Pair-Share	Groups working independently are productively engaged at all times, with students assuming responsibility for efficient operation.
<b>Management of Transitions</b>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<b>Management of Materials and Supplies</b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
<b>Performance of Non-Instructional Duties</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<b>Supervision of Volunteers and Paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during the portions of class time but require frequent supervision.	Volunteers and paraprofessionals productively are independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

**Basis for Evaluation:**

Total Teacher Rating: \_\_\_\_\_

**The Classroom Environment  
Managing Student Behavior**

Component	Level of Performance			
	1	2	3	4
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of Student Behavior</b>	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student's behavior but may miss the activities of some students.	Teacher is alert to student behaviors at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peer's behavior correcting one another respectfully.
<b>Response to Student Misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**Basis for Evaluation:**

Total Teacher Rating: \_\_\_\_\_

**The Classroom Environment  
Organizing Physical Space**

Component	Level of Performance			
	1	2	3	4
<b>Safety and Arrangement of Furniture</b>	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
<b>Accessibility to Learning and Use of Physical Resources</b>	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.
<b>Language of Learning</b>	Classroom language between student and teacher are negative and/or inappropriate i.e. sarcasm, put-downs	Classroom interactions are sometimes appropriate and occasionally insensitive.	Classroom interactions reflect language that is caring and warm. There is respect to the developmental differences and diversity.	Classroom language is highly respectful, reflecting genuine warmth and care. There is a high level of respect to the developmental differences and diversity of everyone.

**Basis for Evaluation:**

**Total Teacher Rating:** \_\_\_\_\_

**Instruction**  
**Communicating Clearly and Accurately**

Level of Performance				
Component	1	2	3	4
<b>Directions and Procedures</b>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

**Basis for Evaluation:**

**Total Teacher Rating:** \_\_\_\_\_

**Instruction**  
**Using Questioning and Discussion Techniques**

Component	Level of Performance			
	1	2	3	4
<b>Quality of Questions</b>	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answer.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

**Basis for Evaluation:**

**Total Teacher Rating:** \_\_\_\_\_

**Instruction**  
**Engaging Students in Learning**

Component	Level of Performance			
	1	2	3	4
<b>Representation of Content</b>	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent to quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for students in terms of their age or background. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them. The use of random sticks during discussion. Outside of individual monitoring, how do ensure that struggling students are engaged and grasping the concept being taught.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
<b>Instructional Materials and resources</b>	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or enhance their own purposes.
<b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

**Basis for Evaluation:**

Total Teacher Rating: \_\_\_\_\_

**Instruction**  
**Providing Feedback to Students**

Component	Level of Performance			
	1	2	3	4
<b>Quality: Accurate, Substantive, Constructive, and Specific</b>	Feedback is either not provided or it is uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
<b>Timeliness</b>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning. Through individualized feedback and monitoring.

**Basis for Evaluation:**

Total Teacher Rating: \_\_\_\_\_

**Instruction**  
**Demonstrating Flexibility and Responsiveness**

Component	Level of Performance			
	1	2	3	4
<b>Lesson Adjustment</b>	Teacher adheres rigidly to an instructional plan even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
<b>Response to Students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but had only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficult learning, possessing a moderate repertoire of strategies.	Teacher persist in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school/

**Basis for Evaluation:**

**Total Teacher Rating:** \_\_\_\_\_

## Professional Responsibilities

Component	Level of Performance			
	1	2	3	4
<b>Student Assignments</b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
<b>Instructional Records &amp; Lesson Plans</b>	Teacher's records (lesson plans, assessments) for instructional activities are in disarray, resulting in errors and confusion. Teachers lesson plans are not completed and are submitted not on time	Teacher's records for instructional activities are adequate, but they require frequent monitoring to avoid error. Teacher lesson plans are somewhat detailed and submitted sometimes by the due date.	Teacher's system for maintaining information on instructional activities is fully effective. Many of the teacher lesson plans have the required components and are submitted by the due date most of the time.	Teacher's system for maintaining information on instructional activities is highly effective, and students contribute to its maintenance. All of the teacher lesson plans reflect the required components and are submitted on time and implemented in class effectively.
<b>Grade Level Meeting/Academy, Schoolwide and Solution Meetings</b>	Teacher does not attend meetings. Teacher makes no effort to share knowledge with others and participates.	Teacher finds limited ways to contribute to meetings. Teacher arrives to meetings many times late.	Teacher attends school/academy meetings. Teacher arrives to meetings sometimes on time.	Teacher is actively engaged, participates, contributes to meetings and arrives to meetings in a timely manner. i.e., data analysis, sharing ideas, etc.
<b>Grades/Grading/Progress Reports</b>	Grades are not completed on time and/or parents do not receive student's paper	Grades are sometimes completed and parents receive some student's paper.	Grades are completed and submitted most of the time in a timely manner. Parents receive student's paper.	Grades are completed on time and submitted on time. Parents receive all students' paper
<b>Reviewing Student Data</b>	Teacher receives test data from curriculum coordinator but does not review it at all. There is no effort to complete the assessment/curriculum instructional strategy analysis to promote student growth.	Teacher discusses what the data is or is not saying during grade level meetings, but does not fill out strategy analysis form and does not implement ways to promote student growth based on findings.	Teacher discusses what the data is or is not saying during grade level meetings, and fills out the assessment/curriculum instructional strategy form.	Teacher discusses what the data is or is not saying during grade level meetings, fills out the assessment/curriculum form, and there is evidence of next step implementation in the classroom to promote student growth.

**Basis for Evaluation:**

**Total Teacher Rating:** \_\_\_\_\_

**Student Achievement Data**  
**Quarterly Mastery and Growth**

<b>Teacher</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Average</b>
<b>Math</b>				
<b>Reading</b>				
<b>Writing</b>				
<b>Science</b>				
<b>Social Studies</b>				

**Student Achievement Data**  
**NWEA/EdPerformance Growth**

<b>Teacher</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Average</b>
<b>Math</b>				
<b>Reading</b>				
<b>Writing</b>				

**Summary:**

**Attendance:**

**Performance Expectations:**

- Meeting Performance Expectations
- Working Towards Meeting Performance Expectations
- Does Not Meet Performance Expectations

**Suggestions for Professional Growth/Next Steps and Goals:**

I hereby acknowledge that I have read and understood this evaluation.

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_