



## **Redesign Plan**

**Northeast Elementary School**

**Jackson Public Schools**

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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?**

Northeast Elementary is the largest, public elementary school located within the city limits of Jackson, Michigan, U.S.A. Northeast housed 673 students in kindergarten through sixth grade with 26 students in a Community Action preschool in 2012-2013. For the 2013-2014 school year Northeast will have kindergarten through fifth grade with 26 students in a Community Action preschool. Northeast also has 4 special education programs and an English Learner program. Northeast has had a stable or increasing enrollment during the past five years and our current student enrollment is 673. Northeast has a minority percentage of 52% with 28% African-American and a Latino population of 12%. Our English learners range from nearly proficient to non-English speaking students and parents. Northeast's percentage of economically disadvantaged students for the 2012-2013 school year is 86%. Northeast is Title 1 school wide. In the past four years Northeast has seen two changes in building principal.

## **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.**

The Northeast staff is committed to developing lifelong learners who are confident, competent, and contributing members of society. The staff at Northeast provides a positive environment that encourages all students to grow academically, socially, and emotionally. We are committed to helping students develop a healthy lifestyle and an enthusiasm for lifelong learning in order to prepare them for their future roles in a changing society. We believe all students can learn, can become productive members of society, and can develop self-esteem as they learn academic skills, problem solving, and appropriate social behavior. We believe education is a shared responsibility of the staff, students, parents, and community. Through the Coordinated School Health plan and staff shared leadership initiatives, we continually monitor and model these principles.

## **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.**

Northeast Elementary has been North Central Association (NCA) accredited since April 1999. We are the only accredited elementary school in Jackson County. The Northeast staff is highly qualified in compliance with federal requirements. As part of the Coordinated School Health model we have a school based Health Center. This program includes a Health Educator in the building and daily, healthy snacks for every student. Free breakfast and lunch are provided for all students through a Jackson Public Schools grant. Northeast has improved the availability, training, and use of technology. Staff have been trained in the integration of this technology in the classroom. This technology includes interactive whiteboard projectors for every regular education classroom, four classroom sets of iPads, three classroom sets of laptops, and one classroom set of iPods. The Northeast staff is committed to helping students become 21st Century technology literate. We provide a before, after, and summer school program through a 21st Century grant. Our writing scores on the state assessment have improved. We offer a kindergarten through fifth grade EL program for students who are not proficient on the English Language Proficiency Assessment. Northeast has added highly qualified Title 1 tutors to provide support to Tier 2 and Tier 3 learners in English Language Arts and Math. During the 2011-2012 school year Northeast implemented the Northwest Education Association (NWEA) computerized testing program. Teachers utilize data from this assessment to differentiate and drive instruction. Two years ago Northeast implemented a new research based reading series and will add a new math series in the fall of 2013 to improve student achievement. To increase community and parent involvement, Northeast provides EL family literacy nights, a parent lounge located in the school building, and participation in a student council. Areas of improvement for the Northeast staff include a continuous effort to improve student achievement on the state assessment in all subject areas and strategies to improve student behavior. The staff will use multiple differentiation strategies to support all student demographics. We are expanding our evening parent involvement opportunities.

## **Additional Information**

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

Northeast Elementary offers many opportunities for parent involvement and student enrichment. These activities include Academic Games, Open House, Parent/Teacher conferences, Consumer's Power Federal Credit Union Banking for Students, field trips, reading month activities, classroom/school wide volunteers, field day, popcorn sales, PTO meetings, school carnival, 5th and 6th grade YMCA camps, kindergarten round up, Dinner Dance, school picnic/parent and student walk, Earth Day clean up, 6th grade celebration, Rose parade/All Star recognition, staff/student basketball game, service learning through The League, ice cream socials, holiday gift shop, classroom/grade level presentations and activities, and assemblies.

# 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 Process

<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		Principal Evaluation Tool

# **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	The District ensures that the school (Principal, School Improvement Team and staff) has autonomy over the school's schedule and school's Title I budget in accordance with federal regulations. A Letter of Understanding has been signed by the Superintendent and the President of the teachers' union to implement the the redesign plan requirements as written for Northeast Elementary.	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.  (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.  (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	Yes	A Letter of Understanding between the Jackson Education Association and the Jackson Public Schools Board of Education has been signed by the Superintendent and the President of the teachers' union. The letter includes information required by Section 8 of the MCL 380.1280c. A copy of the letter is attached.	Priority School Letter of Understanding

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	The District and teachers' union met on 01/17/2014 to address the requirements of Section 8a of MCL 380.12080c. A Letter of Understanding between both parties was signed by the Superintendent and the union President. A copy of the letter is attached.	Letter of Understanding

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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	<p>The District and teachers' union will comply with all the required policies and conditions for implementing the Reform/Redesign Plan at Northeast Elementary. A copy of the Redesign Plan Signature Page is attached.</p>	<p>Northeast Elem Redesign Plan Signature Page</p>

# 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.**

Dan Evans Superintendent, devans@jpsmail.org

Willye Pigott Director of Federal Programs wpigott@jpsmail.org

William Patterson Director of Secondary Student Achievement, wpatters@jpsmail.org

Melissa Paschall Principal, mturner@jpsmail.org

Kathy Fish Teacher, kfish@jpsmail.org

Barb Holsey Teacher, bholsey@jpsmail.org

Amanda Miller MSU consultant, aammiller@gmail.com

Susan Townsend ISD school improvement consultant, susan.townsend@jcisd.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.**

Instructional Goal: Reading comprehension using differentiated instruction and flexible grouping.

Organizational Goal: Multi-Tiers System of Support (MTSS)

Culture and Climate: PBIS (Positive Behavior Intervention Systems), McEvoy (anti-bullying) and Michigan Model

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

\*READING COMPREHENSION across the content areas using differentiated instruction and flexible grouping.

-Based on the Fall 2012-Fall 2013 NWEA reading test, 49.5% of students K-5 were found to be neither proficient nor showed typical growth.

-Based on the Fall 2012 MEAP test, 58.8% of students in 3rd grade, 61.9% of students in 4th grade, and 62% of students in 5th grade were not proficient and reading.

-Based on the State of Michigan Top to Bottom list, students at Northeast received a 1% ranking with an overall Z score of -1.9768.

-We have a testing calendar for NWEA, MEAP, ELPA. We do not have a calendar for Running Record or baseline assessments.

\*MTSS (Multi-Tiered System of Support)

-Based on the Fall 2012-Fall 2013 NWEA, 49.5% of students K-5 were found to be neither proficient nor showed typical growth in reading.

-Based on the Fall 2012 MEAP test, 58.8% of students in 3rd grade, 61.9% of students in 4th grade, and 62% of students in 5th grade were not proficient and reading.

-Based on the State of Michigan Top to Bottom list, students at Northeast received a 1% ranking with an overall Z score of -1.9768.

-Based on the Fall 2012-Fall 2013 NWEA, 55.1% of students K-5 were found to be neither proficient nor showed typical growth in math.

-Based on the Fall 2012 MEAP test, 77% of 3rd grade students, 76.6% of 4th grade students, and 90.4% of 5th grade students were not proficient in math.

-We have a testing calendar for NWEA, MEAP, ELPA. We do not have a calendar for Running Record or baseline assessments.

\*CULTURE AND CLIMATE

-According to the 2012 - 13 PowerSchool log entries we had a total of 510 log entries out of 680 students. 81% of the 510 log entries lead to out of school suspensions.

-In looking at ethnicity, 56% of the Out of School Suspensions were African American boys.

-According to the 2011 - 12 PowerSchool log entries we had a total of 424 log entries out of 600 students. 17% of the 424 log entries lead to out of school suspensions.

-In looking at ethnicity for that year, 33% of the Out of School Suspension were African American boys.

-According to the 2010 - 11 PowerSchool log entries we had a total of 619 log entries out of 600 students. 55% of the 619 log entries lead to out of school suspensions.

- Ethnicity for that year, 60% of the Out of School Suspensions were African American boys.



## 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.**

Indicator 1A: Principal Turnaround Competencies (Replacement/Maintain)

The 2013-14 school year is the second academic year the current principal has been assigned to Northeast Elementary School. Prior to this assignment Ms. Paschall was the Co-Director for Student Support Services ( Special Education) for one year, Assistant Director of Student Support Services (2 years), Teacher Consultant (4 years), Teacher for the Moderately Cognitive Impaired (6 years) and was hired in as a Teacher for students with learning disabilities (4 years). She has been innovative in each position. Most notable, in the position as Assistant Director (Co-Director) of student support services, Ms. Paschall wrote a special education discipline plan for the District and designed forms that are now being used by the State. She, with the Co-Director were able to change the perception of the Special Education Department in the District as demonstrated in the Studer Staff surveys used by our District within a school year. This was done by using data to find the small issues to focus on that would create big changes with the staff.

When assigned into the position as Principal of Northeast Elementary, Ms. Paschall used the data to assist the staff in looking at changes in the way

1. Identify and focus on early wins and big payoffs:

- a. Ms. Paschall pays attention to perception, data, and surveys to raise scores from 2 to 4 on a likert scale in the Studer (a group that assist with raising staff achievement originally brought into the District to assist with evaluation) survey when assigned as the Co-Director of Student Support Services in less than a year.
- b. She worked with the State, District Administrative team and Special Education team to create and implement a discipline plan approved by the State during focus monitored.
- c. Ms.Paschall worked with the High School teams in understanding their graduation and drop-out rate (GAD).
- d.Worked on the Continuous Internal Monitoring System (CIMS) to write all District plans during her assignment in Student Support Services
- e. "Flipping" the staff meeting so that they are done on video both honoring time and allowing ALL staff the opportunity to attend

2. Break organizational norms;

- a. Ms. Paschall looks for out of the box solutions to problems such as online staff meetings to promote collaboration time
- b. Promoting use of Wiki-spaces to advance professional learning
- c. Giving Leadership team members initiatives or building committees to lead
- d. Initiated evaluation teams to streamline special education evaluations
- e. changed the summer school program to a multi-age program
- f. "Flipping" the staff meeting so that they are done on video both honoring time and allowing ALL staff the opportunity to attend

3. Act quickly in a fast cycle;

Ms. Paschall pays attention to perception, data, and surveys to raise scores from 2 to 4 on a likert scale in the Studer (a group that assist

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with raising staff achievement originally brought into the District to assist with evaluation) survey when assigned as the Co-Director of Student Support Services in less than a year.

4. Collect and analyze data; and

- a. Ms.Paschall worked with the High School teams in understanding and reading their graduation and drop-out rate (GAD) data
- b. Worked on the Continuous Internal Monitoring System (CIMS) to write all District plans during her assignment in Student using the MEAP, Data director and PowerSchool Support Services.

5. Galvanize staff around big ideas

- a. During her assignment in student support services, she promoted the mantra "Document, Document, Document"
- b. Had teachers and teacher assistants understanding that the job of the teacher assistant was to support independence
- c. Initiated evaluation teams for better evaluations
- d. changed the summer school program to a multi-age program

### 1B: Build Leadership Capacity

Leadership in the district occurs at multiple levels. It is distributed among the Superintendent, Central Office Administrators and the Principals. The district will build and increase leadership capacity for aspiring leaders by providing opportunities for highly effective teachers to accept the roles as curriculum chairpersons (per content area) at the elementary level, department chairpersons at the secondary level and site coordinators for the before/after school program at the elementary and middle school levels. A highly effective teacher will also be encouraged by the Principal and Central Office Administrators to accept the role as "Teacher in Charge" during the absence of the building principal. Teacher leaders are active members of extra-curricular committees including the School Improvement Teams.

The Assistant Superintendent of Elementary Curriculum and the Director of Secondary Curriculum will provide on-going support to the teacher leaders through the structure of bi-monthly professional dialogues. Topics for the dialogues will be generated from multiple sources of data including MEAP, MME and NWEA. Data results from these sources will help guide the dialogues involving differentiated instruction and the implementation the the Multi-tier Systems of Support to help meet the needs of all students.

District activities to support building leadership will include the implementation of the Superintendent's Dropout Challenge in each building, monthly meetings to address the individual needs of the Administrators, Principals' Academy (six weeks) and the Administrators' participation in the Evidence Based Leadership Model (Studer). The Superintendent will require that the Administrators continue to utilize the rounding process from the Studer model. This process allows the Administrators to engage in meaningful conversations with the building/department staff to proactively improve and recognize performance.

### **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.**

Indicator 2A: Educator Evaluation - The district has an educator evaluation process that:

- 1) Includes student growth as a significant factor - by 2014-2015, at least 40% of teachers' evaluations needs to be based on student growth.

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During the 2011-2012 school year, Jackson Public Schools (JPS) implemented a new teacher evaluation process. The evaluation includes a significant portion focused on student growth. Data is collected in all areas using a combination of nationally normed, state assessments and local assessments. The rubric that will be used to break down each component is attached in the Priority School Assurances.

The evaluation is based on the Charlotte Danielson's Effective Teaching Evaluation model. Student growth is an important component of the evaluation and teachers are responsible for presenting their own student data to show improved student achievement. This section of the evaluation will be scored at 40% of the teacher's final score for the 2013-14 school year and increases to 50% of the teacher's final score for the 2014-15 school year.

The district evaluation model addresses the following domains based upon this breakdown for the 2013-14 school year:

- 1.) Student Achievement (40%)
- 2.) Classroom Environment (15%)
- 3.) Instruction (20%)
- 4.) Professional Responsibilities (15%)
- 5.) Parent/Student Communication (10%)

The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

- 2) Uses a tool that was designed or adopted collaboratively.

Jackson Public Schools' began to design the new teacher evaluation process during the 2011-2012 school year. The draft evaluation plan was presented to teaching staff and principals by the Superintendent to seek input and to answer questions regarding the plan specifics. Modifications were included into the final draft according to the feedback received from teachers and principals. This new teacher evaluation process was approved by the Jackson Education Association (JEA) and the Board of Education. Additionally, the evaluation tool was reviewed again at the beginning of the 2013-14 school year and this process will be conducted annually in collaboration with the District Administrators and the JEA.

Indicator 2B: Administrator Evaluation - The district has a leader evaluation process that:

- 1) Includes student growth as a significant factor - by 2014-2015, at least 40% of teachers' evaluations needs to be based on student growth.

The evaluation is based on the Studer Evaluation model. Student growth is an important component of the evaluation. Student growth is based on clear targets which are identified by the superintendent in collaboration with the Board of Ed and the building administrators to show improved student achievement. This section of the evaluation will be scored at 40% of the administrator's final score for the 2013-14 school year and increases to 50% of the administrator's final score for the 2014-15 school year.

The district evaluation model addresses the following domains based upon this breakdown for the 2013-14 school year:

- 1.) Quality - Student Achievement (40%)
- 2.) People - Employee Engagement (10%)
- 3.) Service - Parent Satisfaction (20%)
- 4.) Finance (10%)

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5.) Growth - Enrollment (5%)

6.) Health and Safety - School Culture (20%)

The district includes student growth as a high priority in the administrator's evaluation. The administrative evaluation was updated to include student achievement requirements for the 2012-13 school year. The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

2) Uses a tool that was designed or adopted collaboratively.

The creation and adoption of the administrator's evaluation tool was done through a collaborative process, starting in the summer of 2011. The Studer group has facilitated these meeting with Central Office Personnel, Elementary Principal's, and Secondary Principal's. This collaboration included reviewing district data, establishing goals, setting evaluation metrics, and creating a plan of action. Additionally, the collaboration around the administrator's evaluation tool included the development of shared understanding regarding why each component was included and how each component was weighted within the overall evaluation. The Evidence-Based Leadership Framework, as referred to by Studer, requires that the goals of district/superintendent be aligned and those goals are cascaded down to district and school leaders. This ensures that the goals of all leaders are aligned with the district. The evaluation tool has been approved by the Jackson Board of Education.

**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.**

Indicator 3A: Reward Process - The district has a process that rewards educators for:

1) Positively contributing to increase student achievement.

Priority Schools will use test scores from MEAP and NWEA (pre, mid and post) in math, reading and Science beginning in 2013-14 school year. These data will be used to identify school leaders, teachers and other staff members who have significantly increased student achievement. This will be determined by the building principal and/or school data teams.

Rewards

Administrators:

The district rewards school administrators for positively contributing to increase student achievement. The criterion for administrators

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receiving a reward is based on attaining a highly effective rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining administrators who are "highly effective" in student achievement will be the responsibility of the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of administrators to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

- a. Administrators may receive one "summer/snow day" off.
- b. Choose to attend an additional state or national conference relevant to school improvement.

Teachers:

The district rewards educators for positively contributing to increase student achievement. The criterion for educators receiving a reward is based on attaining a highly effective rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining teachers who are "highly effective" in student achievement will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of teachers to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

- a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
- b. Leadership opportunities (teacher in charge, curriculum/department chairpersons, PD leadership, etc.)
- c. Recognized on JTV
- d. Opportunity to provide building level professional development on classroom instruction.

### 2) Implementing the instructional program. (i.e. Pearson, Springboard, IB, etc - see requirement #6)

The district rewards educators for effectively implementing district approved instructional programs (i.e. Pearson, Springboard, IB, etc.). The criterion for educators receiving a reward is based on attaining a "highly effective" rating in each subcategory of the Lesson Plans/Differentiated Instruction rubric in the evaluation process.

Additionally, the implementation of instructional programs will be frequently monitored through formal classroom observations, classroom walk-through's, the district Studer process, and through supports give to various instructional programs (i.e. IB Coordinators, Literacy Coach).

The process for determining teachers who are "highly effective" in lesson plans/differentiated instruction will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of teachers to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

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a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)

b. Opportunity to provide building level professional development on classroom instruction.

Input into appropriate rewards will be done through the completion of an annual survey (survey monkey) from the teaching staff.

Indicator 3B: Removal Process - The district has processes:

1) To identify educators who have not positively contributed to increased student achievement.

Administrators -

Administrative staff will be removed after three consecutive unsatisfactory performance evaluations. The removal of the administrator will be the duty of the superintendent, with support from the Board of Education.

Teachers -

As of 2011/2012, removal of ineffective administrators and teachers will occur after three consecutive ineffective ratings on the summative evaluation. A leader or staff member who is rated ineffective for two consecutive years will result in the district notifying parents of the ineffective rating. A lack of effort or participation will result in an ineffective rating. Also, proven disciplinary actions may be attached to a yearly evaluation and considered in the scoring of a given domain.

The district identifies educators who have not positively contributed to increased student achievement. The criterion for educators being identified is based on attaining an "ineffective" rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining teachers who are "ineffective" in student achievement will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of identifying such teachers will include establishing a list of teachers by June 30th and developing an Individualized Development Plan (IDP) by the start of the following school year. The IDP will be reviewed with each teacher and strategies for improvement will be discussed in detail.

2) To offer multiple opportunities to those identified to improve professional practice as outlined in the instructional program. (see requirement #6)

The district will offer multiple opportunities to those identified educators who need to improve their professional practice as outlined in the instructional program - see requirement #6. Opportunities to improve include the following:

a. Professional development opportunities - district provided professional development (DPPD) - Jackson Public Schools' provide five professional development days to their teachers. These professional development opportunities are aligned with the district's instructional programs and/or goals.

b. Mentor teacher - Jackson Public Schools structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. (see 5B)

c. New Teacher Academy - The New Teacher Academy (NTA) is offered by the Jackson County Intermediate School District (JCISD) and is

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designed to meet the needs of new teachers and assist in topics such as classroom management, learning styles, data and assessment, how to handle stress, mentor/mentee relationships, curriculum expectations, quality instruction, and network support. NTA will focus closely on the books "Role Reversal: Achieving Uncommonly Excellent Results in the Student Centered Classroom" and "Essential Questions: Opening Doors to Student Understanding." This workshop is offered to all new teachers in Jackson Public Schools.

Additionally, per the Professional Negotiated Agreement (PNA), teachers identified for improvement will be given a Professional Competency Notification and placed on a Plan of Assistance. The Professional Competency Notification will outline the areas for improvement and the Plan of Assistance will provide a plan of action and supports needed to achieve teacher growth and success. An assistance committee will be developed to oversee the requirements of the plan and to aid in the growth of the identified teacher.

3) To remove ineffective educators based on criteria aligned with teacher evaluation system (see requirement #2)

<See section 3B, #1>

**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 students will improve their reading comprehension skills in all content areas.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency by gaining 25% class average increase from pre to post test. Reading Comprehension in English Language Arts by 06/12/2015 as measured by the Developmental Reading Assessment.

### Strategy1:

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core State Standards

Research Cited: Tyner, B. (2009). Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers (2nd ed.). Newark, DE: International Reading Association

Aronson, Elliot, and Shelley Patnoe. The Jigsaw Classroom: Building Cooperation in the Classroom. 2nd ed. New York: Longman, 1997

Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. Reading Research Quarterly, 22(4), 389-406.

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Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510–519.

Rosenblatt, L. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale: Southern Illinois University Press.

Samuels, S.J. (1979). The method of repeated readings. *The Reading Teacher*, 32(4), 403–408.

Schreiber, P.A. (1980). On the acquisition of reading fluency. *Journal of Reading*, 12(3), 177–186

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level representatives will attend professional development and trainings including, but not limited to the State Standards Alignment Conference, Differentiated Instruction, Michigan Reading Association Conference, MACUL Conference, MDE School Improvement Conferences, NCA State Conference/AdvancEd, NCA National Conference/AdvancEd, State School Improvement Conference, Kindergarten Conferences, Student Study Groups, Michigan Association of Bilingual Education, Conference, NCA Summer Leadership Academy, Accelerated Reader, Guided Reading, Response to Intervention, Grade level teams as well as Professional Learning Communities will incorporate conversations around these strategies(differentiated reading strategies, best practices, school climate, etc.) at monthly team meetings, summer retreats and webinars.	Professional Learning	08/26/2013	06/12/2015	\$3200 - Title I Part A	Building Administrator, Literacy Coach, Grade Level team leaders, content area teacher

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency in reading comprehension skill across all content areas in English Language Arts by 09/01/2015 as measured by State Assessment.

### Strategy1:

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core State Standards

Research Cited: Tyner, B. (2009). *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers* (2nd ed.). Newark, DE: International Reading Association

Aronson, Elliot, and Shelley Patnoe. *The Jigsaw Classroom: Building Cooperation in the Classroom*. 2nd ed. New York: Longman, 1997

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Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510–519.

Rosenblatt, L. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale: Southern Illinois University Press.

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### Measurable Objective 3:

100% of All Students will demonstrate a proficiency Reading Comprehension in English Language Arts by 06/12/2015 as measured by making grade level projected growth on the NWEA (measurement of academic progress).

### Strategy1:

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core

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### State Standards

Research Cited: Tyner, B. (2009). Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers (2nd ed.). Newark, DE: International Reading Association

Aronson, Elliot, and Shelley Patnoe. The Jigsaw Classroom: Building Cooperation in the Classroom. 2nd ed. New York: Longman, 1997

Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. Reading Research Quarterly, 22(4), 389–406.

Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. The Reading Teacher, 58(6), 510–519.

Rosenblatt, L. (1978). The reader, the text, the poem: The transactional theory of the literary work. Carbondale: Southern Illinois University Press.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level representatives will attend professional development and trainings including, but not limited to the State Standards Alignment Conference, Differentiated Instruction, Michigan Reading Association Conference, MACUL Conference, MDE School Improvement Conferences, NCA State Conference/AdvancEd, NCA National Conference/AdvancEd, State School Improvement Conference, Kindergarten Conferences, Student Study Groups, Michigan Association of Bilingual Education, Conference, NCA Summer Leadership Academy, Accelerated Reader, Guided Reading, Response to Intervention, Grade level teams as well as Professional Learning Communities will incorporate conversations around these strategies(differentiated reading strategies, best practices, school climate, etc.) at monthly team meetings, summer retreats and webinars.	Professional Learning	08/26/2013	06/12/2015	\$3200 - Title I Part A	Building Administrator, Literacy Coach, Grade Level team leaders, content area teacher

### Goal 2:

All students will experience a positive culture that promotes learning by decreasing aggressive behavior.

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### Measurable Objective 1:

demonstrate a behavior decrease the incidents of fighting from 120 incidents to less than 60 by 06/12/2015 as measured by log entries.

### Strategy1:

Implement several best practices in bullying prevention. - We will use evidence based curriculum, classroom meetings, staff interventions, bystander awareness and education. We will utilize an evaluation tool to evaluate the effectiveness using pre and post survey tools that have been field tested in schools.

Research Cited: Cohen, Jonathan. Social, Emotional, Ethical and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Will-Being, Harvard Educational Review, September 2008, pg. 201-237

Activity - McEvoy Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff (teachers, paraprofessionals, office, cafeteria), students and parents in McEvoy Interventions to implement in our building as a whole.	Behavioral Support Program	09/03/2013	06/13/2014	\$3000 - Title I Part A	Building administrator, grade level teams, social worker, kitchen supervisor

Activity - Building wide positive classroom relationship strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS as a school-wide initiative. Training of staff needs to be on-going and consistent. A building team leader will need to have 2 hours of release time per month to compile, disaggregate, and disseminate data to assist the Northeast community in positive interventions.	Behavioral Support Program	09/03/2013	06/13/2014	\$2000 - Title I Part A	Building administrator, Grade level team leaders, Social Worker

### Narrative:

#### QUALITIES OF PROFESSIONAL LEARNING (PL) PROGRAM

The Northeast Elementary School's professional learning program includes ongoing, high quality, job-embedded professional development that is aligned with our Big Ideas of MTSS (Multi-Tiered System of Support), PBIS (Positive Behavior Intervention Support), Reading Comprehension. The Northeast Instructional Staff will participate in Professional Learning Communities (PLC's) centered on Professional Development within these areas. Each group will have a "experts" assigned that will coach teachers as needed. The need will be determined by either teachers asking for help or by using the student data to see any discrepancies. Staff will meet two times among grade levels and one time across grade levels per month during common planning times, before school, or after school. Grade level specific meetings will focus on meeting student needs based on instructional practices and student data, as well as individual teacher needs. Student data will consist of NWEA, (Northwest Evaluation Association) MEAP, (Michigan Educational Assessment Program) Running Records, Curriculum Assessments, student work samples, and Power School Data for support with PBIS. Across grade level groups will be divided into four categories: School Improvement, Pearson Reading Street/Go Math, Technology/ASSIST/MAP and Climate & Culture/PBIS. Members of these groups are responsible for reading an educational book based on the differentiated instruction, best practices, behavior management, data driven instruction, flexible grouping. Staff members will return to grade level meetings with the information learned within those

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categorical teams. PLC's will focus on evaluating student data to continually adjust and improve professional practices monthly driven by research based practices, and teacher needs. Support staff, paraprofessionals, special education resource, specials teachers and the administrator are assigned to specific grade level PLC's. PLC's will provide support for instructional day to day practices involving PBIS, MTSS, Reading Comprehension strategies including Differentiated Instruction, Guided Reading ,and Flexible Grouping. The building Principal will also check lesson plans for Guided Reading and Differentiated Instruction strategies to see that they are being done with fidelity.

AAYMPI (African American Young Men of Promise Initiative) will provide Administrator and teacher leader training for period classroom visits. There will be a "Look-fors" (walk through observations which are done by Principal and/or peer which are done for fidelity) checklist with the purpose of providing individualized feedback, peer coaching, or instructional coaching.

Small teams of staff will be trained in the Fall of 2013 to train the remainder of staff in PBIS with Marcia McEvoy, Reading Comprehension Strategies such as Guided Reading, AAYMPI/Flexible Grouping, Go Math, Baruti Kafele. Full staff will be trained in on-going PD, and PLC throughout the school year. and will attend a PLC Institute Conference during the summer. PLC's will have agendas and record meeting minutes to review.

Based on the data from our current Kindergarten A/B program, Northeast Elementary school will move to self-contained Kindergarten classrooms. The restructuring of the current Kindergarten A/B program is necessary for the quality and continuity of staff and students. Self contained Kindergarten programs will provide more time on task, raise reading scores, and reduce retention referrals. This will also ensure that the staff trained will remain at Northeast Elementary.

**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.**

Indicator 5A: Recruitment & Assignment - The district has a process for:

1) Recruiting teachers to this school based on student needs.

The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes conserved in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Additionally, the district aim is committed to a recruitment process which promotes diversity in its staff as reflected by the student population and its needs. In order to achieve these goals, the district will actively recruit qualified candidates to meet the needs of all our student population. The recruitment process will include, but will not be limited to: college visitations, follow-up, media advertisements, database searches, and networking (personal contact).

2) Assigning teachers to this school based on student needs.

Board Policy 5870 - Jackson Public Schools considers the appropriate placement of effective teachers as an essential ingredient in promoting student growth, in attaining successful educational outcomes for students and in providing quality education services. Teacher placement decisions shall be guided by the following standards:

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1. These decisions will be premised on staffing the established curriculum with the most effective teachers who are certified and qualified to instruct the courses within the established curriculum, grades and departments.
2. All teachers must be properly certified for all aspects of their assignments.
3. Teacher placement decisions shall also be made on the basis of a teacher's qualifications. (i.e. professional training, academic preparation, prior teaching experience, etc.)
4. In addition to certification and qualifications, teacher placement decisions shall be made on the basis of teacher effectiveness, as determined through the teacher effectiveness criteria established in Section 1248 of the Revised School Code and as articulated in District Policy 5860 Reduction and Recall of Teachers.

Additionally, when an open teaching position is identified, the building principal (in collaboration with staff) is now responsible for hiring. This gives school buildings more flexibility and influence over their staffing needs. Previously, the hiring was done by the district and teachers would be placed at individual buildings by seniority.

Indicator 5B: Retention - The district has a process for:

- 1) Retaining teachers at this school that includes incentives.

Jackson Public Schools' has a process for retaining at its individual buildings that includes incentives. The process for retaining their teachers includes a mentor program for all new staff. Jackson Public Schools structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided with an induction program at the district level that incorporates the district vision, instructional goals and policies and procedures. Additionally, a Teacher-Mentor program for our Non-Tenured teachers and "New" JPS teachers is a requirement for our staff. Specific contact log sheets and checklists are provided. The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

Also, the district process for retaining teachers includes incentives, such as:

- a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
- b. Leadership opportunities (teacher in charge, curriculum/department chairpersons, PD leadership, etc.)
- c. Recognized on JTV

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

### **Goal 1:**

All students will improve their reading comprehension skills in all content areas.

### **Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in reading comprehension skill across all content areas in English Language Arts by 09/01/2015 as measured by State Assessment.

### **Strategy1:**

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core State Standards

Research Cited: Tyner, B. (2009). Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers (2nd ed.). Newark, DE: International Reading Association

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Schreiber, P.A. (1980). On the acquisition of reading fluency. *Journal of Reading*, 12(3), 177–186

Activity - Monitoring Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Administrator and grade level team representatives will conduct walk throughs focused on the "look fors" identified as essential for the implementation of differentiated reading instruction. "Look fors" will include what teacher and students will be doing in the classroom if Differentiated Reading Instruction is fully implemented. A substitute will be hired for the grade level representative for walk throughs and time for data analysis.	Monitor	09/03/2013	06/13/2014	\$3700 - Title I Part A	Administrator, Literacy Coach, Grade Level teams

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency by gaining 25% class average increase from pre to post test. Reading Comprehension in English Language Arts by 06/12/2015 as measured by the Developmental Reading Assessment.

### Strategy1:

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core State Standards

Research Cited: Tyner, B. (2009). *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers* (2nd ed.). Newark, DE: International Reading Association

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Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), 389–406.

Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510–519.

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Activity - Monitoring Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Administrator and grade level team representatives will conduct walk throughs focused on the "look fors" identified as essential for the implementation of differentiated reading instruction. "Look fors" will include what teacher and students will be doing in the classroom if Differentiated Reading Instruction is fully implemented. A substitute will be hired for the grade level representative for walk throughs and time for data analysis.	Monitor	09/03/2013	06/13/2014	\$3700 - Title I Part A	Administrator, Literacy Coach, Grade Level teams

### Measurable Objective 3:

100% of All Students will demonstrate a proficiency Reading Comprehension in English Language Arts by 06/12/2015 as measured by making grade level projected growth on the NWEA (measurement of academic progress).

### Strategy1:

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core State Standards

Research Cited: Tyner, B. (2009). *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers* (2nd ed.). Newark, DE: International Reading Association

Aronson, Elliot, and Shelley Patnoe. *The Jigsaw Classroom: Building Cooperation in the Classroom*. 2nd ed. New York: Longman, 1997

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Activity - Monitoring Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Administrator and grade level team representatives will conduct walk throughs focused on the "look fors" identified as essential for the implementation of differentiated reading instruction. "Look fors" will include what teacher and students will be doing in the classroom if Differentiated Reading Instruction is fully implemented. A substitute will be hired for the grade level representative for walk throughs and time for data analysis.	Monitor	09/03/2013	06/13/2014	\$3700 - Title I Part A	Administrator, Literacy Coach, Grade Level teams

### Goal 2:

All students will experience a positive culture that promotes learning by decreasing aggressive behavior.

### Measurable Objective 1:

demonstrate a behavior decrease the incidents of fighting from 120 incidents to less than 60 by 06/12/2015 as measured by log entries.

### Strategy1:

Implement several best practices in bullying prevention. - We will use evidence based curriculum, classroom meetings, staff interventions, bystander awareness and education. We will utilize an evaluation tool to evaluate the effectiveness using pre and post survey tools that have been field tested in schools.

Research Cited: Cohen, Jonathan. *Social, Emotional, Ethical and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Will-Being*, Harvard Educational Review, September 2008, pg. 201-237

Activity - McEvoy Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff (teachers, paraprofessionals, office, cafeteria), students and parents in McEvoy Interventions to implement in our building as a whole.	Behavioral Support Program	09/03/2013	06/13/2014	\$3000 - Title I Part A	Building administrator, grade level teams, social worker, kitchen supervisor

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Activity - Building wide positive classroom relationship strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS as a school-wide initiative. Training of staff needs to be on-going and consistent. A building team leader will need to have 2 hours of release time per month to compile, disaggregate, and disseminate data to assist the Northeast community in positive interventions.	Behavioral Support Program	09/03/2013	06/13/2014	\$2000 - Title I Part A	Building administrator, Grade level team leaders, Social Worker

Activity - Michigan Model for Health, Social and Emotional Health units in all K-5 classrooms.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for Michigan Model through Professional Development.	Implementation	09/03/2013	06/13/2014	\$250 - Title I Part A	Building administrator, social worker, grade level team leaders

### Narrative:

Based on the Fall 2012-Fall 2013 NWEA, 49.5% of students K-5 were found to be neither proficient nor showed typical growth in reading and 55.1% of students K-5 were found to be neither proficient nor showed typical growth in math. Fall 2012 MEAP test, 58.8% of students in 3rd grade, 61.9% of students in 4th grade, and 62% of students in 5th grade were not proficient and reading and 77% of 3rd grade students, 76.6% of 4th grade students, and 90.4% of 5th grade students were not proficient in math. Our largest subgroup is African American students with 74% of 3rd grade, 72% of 4th grade, 69% of 5th grade who were not proficient. Not all instructional staff consistently using data to target individual needs of students. Grade Level Common Planning time did not always involve the discussion of data to drive instruction. District wide aligned curriculum is not completely developed.

According to the 2012 - 13, PowerSchool log entries we had a total of 510 log entries out of 680 students. 81% of the 510 log entries lead to out of school suspensions. In looking at ethnicity, 56% of the 510 of the log entries were African American boys. We found 13% of our total population are repeat offenders and of the 510 log entries, 86% were repeat offenders

Northeast staff will employ strategies based on the PBIS training already received in August on the 14th and the 29th.

One academic structure that has a negative impact is that our kindergarten splits the day. Teacher A is responsible for the core academic areas of up to 50 students in a 2 1/2 hour block. Teacher B teaches non-curricular areas of instruction in a 2 1/2 hour block. As a result students transition several times a day which limits instructional time. B position is an area with high turnover which happens several times throughout the year as other more desirable positions become available. Students are continuously re-developing relationships with B teachers. This causes issues with professional development and implementation of best practices. Our data shows that students in an A/B room scored an average of 1.2 months lower on end of the year Success Maker scores than students in a full day classroom. We will implement a full day program for all kindergarten classes. Based on the data from our current Kindergarten A/B program, Northeast Elementary school will move to self-contained Kindergarten classrooms. Self-contained Kindergarten classroom spend 5.5 hours on task with core curriculum activities, as opposed to 2.5 hours on task with core curriculum activities with the current A/B Kindergarten program.

Kindergarten Data-2009-2010: 23 students, 0 recommended retentions, 100% went to 1st grade

Average MLPP scores: Letter ID 55/56, Letter Sound- 26/26, Known Words- 17, Writing 2, Running Record 3

2010-2011: 50 students, 12 recommended retentions, 10 actually retained, 80% went to 1st grade

Average MLPP scores: Letter ID- 46/56, Letter Sounds- 20/26, Known Words- 8, Writing- 2, Running Record- 1

2011-2012: 52 students, 13 recommended for retention, 7 actually retained, 87% went to 1st grade

Average MLPP scores: Letter ID- 46/56, Letter Sounds- 18/26, Known Words- unavailable, Writing-2

Running Record- 1

Staff will engage in Professional Learning Communities to discuss curriculum pacing, assessments, and student data to drive instruction. Staff in PLC's will progress monitor the effectiveness of the strategies to evaluate student achievement and to determine which programs show acceptable student growth and turn-around success.

### QUALITIES OF INSTRUCTIONAL PROGRAM

The Northeast Elementary School Staff selected instructional programs using the above data. Northeast will use MTSS, which will be reinforced by Differentiated Instruction, Flexible Grouping, Title 1 Tutors, AAYMPI and Professional Development, while employing Culture and Climate interventions to meet the needs of all students with an emphasis on our African American males.

The Northeast Instructional Staff will utilize Pearson Leveled Readers and additional leveled readers located in the Northeast Book Room, Soar to Success, Early Success, Orton-Gillingham, Project Read, Accelerated Reader, Word Walls, Print-rich environment, Laptops, iPads, and Ipad technology across subject areas.

Based on the data from our current Kindergarten A/B program, Northeast Elementary school will move to self-contained Kindergarten classrooms. The restructuring of the current Kindergarten A/B program is necessary for the quality and continuity of staff and students. Self contained Kindergarten programs will provide more time on task, raise reading scores, and reduce retention referrals.

Northeast Elementary School Staff's instructional program is based on the Common Core State Standards for College and Career readiness.

School Teams need to have a culture where opportunities are created to have conversations that are based around data to support the school improvement process. According to Doug Reeves (2010), "Data Teams are the single best way to help educators and administrators move from "drowning in data" to using the information to make better instructional decisions. Teams are forced to look at the combination of student results, teaching strategies, and leadership support instead of just student scores." Data conferences will be held at least twice monthly, to continuously assess student progress to effectively use flexible grouping to meet the needs of all students within each subject area. Grade level teams will meet and create an assessment schedule based evaluation tools. Reading Assessment Kits will be purchased for every grade level in order to have consistency K-5. Teachers can differentiate instruction based on the student data. It is a well known fact that data conferences help support commitment and responsibility for student learning. Collaborative Action Teams consisting of teachers, administrators and coaches will be put in place to support this effort.

"The most significant factor in providing appropriate interventions for students was the development of layers of support. Systems of support specifically addressed the needs of students who were 'stretching' to take more rigorous coursework."

(Dolejs, 2006, p. 3)

"Reforms must move the system toward early identification and swift intervention, using scientifically based instruction and teaching methods." (President's Commission on Excellence in Special Education, 2002, p.8)

All Northeast Instructional Staff will engage in Professional Learning Communities to discuss curriculum pacing, assessments, and student data to drive instruction during the schools of 2014-2017. Staff in PLC's will progress monitor the effectiveness of the strategies to evaluate student achievement and to determine which programs show acceptable student growth and turn-around success.

Jackson Public Schools will complete a curriculum alignment by grade level, district-wide in 2013-14 school year. Northeast will develop an assessment calendar for both formative and summative tests.

Northeast staff will employ strategies based on the PBIS training already received in August on the 14th and the 29th based on Marsha McEvoy's research based practices.

"A recent study states that 77% of all students in grades K-12 have been bullied at some point in their lives" (School Bullying Council, October 2013)

"At least one-third of all parents in the United States have fear for the safety of their children attending school" (School Bullying Council, October 2013)

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

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

**Goal 1:**

All students will improve their reading comprehension skills in all content areas.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency Reading Comprehension in English Language Arts by 06/12/2015 as measured by making grade level projected growth on the NWEA (measurement of academic progress).

**Strategy1:**

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core State Standards

Research Cited: Tyner, B. (2009). Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers (2nd ed.). Newark, DE: International Reading Association

Aronson, Elliot, and Shelley Patnoe. The Jigsaw Classroom: Building Cooperation in the Classroom. 2nd ed. New York: Longman, 1997

Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. Reading Research Quarterly, 22(4), 389–406.

Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. The Reading Teacher, 58(6), 510–519.

Rosenblatt, L. (1978). The reader, the text, the poem: The transactional theory of the literary work. Carbondale: Southern Illinois University Press.

## Redesign Plan

Northeast Elementary School

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Samuels, S.J. (1979). The method of repeated readings. *The Reading Teacher*, 32(4), 403–408.

Schreiber, P.A. (1980). On the acquisition of reading fluency. *Journal of Reading*, 12(3), 177–186

Activity - Resources for Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources for all grade level teachers to implement differentiated reading instruction across all content areas will include but be not limited to leveled readers, Accelerated Reader, Success Maker, differentiated instruction/ guided reading literature (ex. Best Practices, Flipped: a classroom guide, etc), IPad/iPod/Interactive Projector applications, Interactive Projector/iPad accessories (such as extended pointers and headphones), IPad carts and BrainPop	Implementation	09/03/2013	06/13/2014	\$30000 - Title I Part A	Building Administrator, Literacy/Math Coach, Grade Level teams

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency in reading comprehension skill across all content areas in English Language Arts by 09/01/2015 as measured by State Assessment.

### Strategy1:

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core State Standards

Research Cited: Tyner, B. (2009). *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers* (2nd ed.). Newark, DE: International Reading Association

Aronson, Elliot, and Shelley Patnoe. *The Jigsaw Classroom: Building Cooperation in the Classroom*. 2nd ed. New York: Longman, 1997

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Pikulski, J.J., & Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510–519.

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## Redesign Plan

Northeast Elementary School

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### Measurable Objective 3:

100% of All Students will demonstrate a proficiency by gaining 25% class average increase from pre to post test. Reading Comprehension in English Language Arts by 06/12/2015 as measured by the Developmental Reading Assessment.

### Strategy1:

Differentiated Instruction - Northeast Instructional Staff will employ differentiated instructional strategies to implement the Common Core State Standards

Research Cited: Tyner, B. (2009). *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers* (2nd ed.). Newark, DE: International Reading Association

Aronson, Elliot, and Shelley Patnoe. *The Jigsaw Classroom: Building Cooperation in the Classroom*. 2nd ed. New York: Longman, 1997

Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), 389–406.

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## Redesign Plan

Northeast Elementary School

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Activity - Resources for Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources for all grade level teachers to implement differentiated reading instruction across all content areas will include but be not limited to leveled readers, Accelerated Reader, Success Maker, differentiated instruction/ guided reading literature (ex. Best Practices, Flipped: a classroom guide, etc), IPad/iPod/Interactive Projector applications, Interactive Projector/iPad accessories (such as extended pointers and headphones), IPad carts and BrainPop	Implementation	09/03/2013	06/13/2014	\$30000 - Title I Part A	Building Administrator, Literacy/Math Coach, Grade Level teams

### Goal 2:

All students will experience a positive culture that promotes learning by decreasing aggressive behavior.

### Measurable Objective 1:

demonstrate a behavior decrease the incidents of fighting from 120 incidents to less than 60 by 06/12/2015 as measured by log entries.

### Strategy1:

Implement several best practices in bullying prevention. - We will use evidence based curriculum, classroom meetings, staff interventions, bystander awareness and education. We will utilize an evaluation tool to evaluate the effectiveness using pre and post survey tools that have been field tested in schools.

Research Cited: Cohen, Jonathan. *Social, Emotional, Ethical and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being*, Harvard Educational Review, September 2008, pg. 201-237

Activity - Building wide positive classroom relationship strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS as a school-wide initiative. Training of staff needs to be on-going and consistent. A building team leader will need to have 2 hours of release time per month to compile, disaggregate, and disseminate data to assist the Northeast community in positive interventions.	Behavioral Support Program	09/03/2013	06/13/2014	\$2000 - Title I Part A	Building administrator, Grade level team leaders, Social Worker

### Narrative:

## Redesign Plan

Northeast Elementary School

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Northeast Elementary staff will collect individual student data from MEAP, NWEA (MAP), Curriculum Assessments, Running Records, Literacy Profile Records, and Success Maker. Grade level teams will meet and create an assessment schedule based evaluation tools. Grade Level Teams will meet twice a month, during common planning times to evaluate the ongoing use of student data. Data collected will be used to differentiate instruction to meet the academic needs of all students. Staff will use a variety of strategies within the MTSS, such as Guided Reading Groups, Highly Qualified Title 1 Tutors, Flexible Grouping through AAYMPI, Paraprofessionals, Pearson, and Success Maker.

Data will also be collected and reviewed school wide by the PLC's and Leadership teams monthly to determine whether instructional practices are succeeding in raising achievement, closing gaps and to facilitate discussion of effective practices.

Data will be kept in a secure place (office conference room) for Northeast staff to review periodically. A Data Wall will be created and each grade level will update it every marking period and earlier if needed.

## 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.**

### 8A. Time for Core Subjects

The district realizes that due to a lack of adequate student achievement, we need to add thirty (30) minutes of time which will be used to create a Multi-Tiered Systems of Support (MTSS) intervention/enrichment block within the daily schedule which will increase the amount of time spent on the core academics. The increased instructional time of 30 minutes will consist of adding 20 minutes to the current school day and restructuring the schools' daily schedule to increase by 10 minutes from the unstructured time. This will total an additional 2.5 hours per week of intervention/enrichment time. Various developmental assessments will be analyzed on an on-going continuum basis to help drive the enrichment instruction. Assessment examples may include, but not limited to Fountas and Pinnell, running records, Developmental Reading Assessment, Rigby, SuccessMaker and Measures of Academic Progress. This targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement.

### 8B: Time for Enrichment

The district's plan for increasing time for enrichment activities is through the Multi-Tiered Systems of Support (MTSS) instructional blocks utilizing supplemental/intensive instruction for the enrichment of students in all tiers. The additional thirty (30) minutes per day will be dedicated to the MTSS block. Various developmental assessments will be analyzed on an on-going continuum basis to help drive our enrichment instruction. Intentional and target instructional strategies will focus on study skills, writing workshops, best practices in reading and character building. This targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement.

### 8C: Time for professional learning

The district's leaders recognize the lack of teachers' collaboration time. Professional learning time will total a minimum of 1 hour and 30 minutes per week which would consist of two equivalent 45-50 minute sessions per week of allocated teachers' planning time before/after school. The confirmation of this collaboration time will be agendas, minutes and sign-in sheets which will be provided to the Administrator after each session. This professional learning time will provide staff with effective research based strategies and knowledge to increase their ability to work together, analyze student achievement data and improve best practices in the classroom. Student achievement will increase when the staff is able to engage in a meaningful on-going cycle of questions that promote deep team learning. Professional learning time provides the staff with the opportunity and ability to gain each other's support as well as gain access to strategies that are working for all staff

members.

**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.**

### 9A - FAMILY ENGAGEMENT

Northeast Elementary will use multiple strategies to engage parents in the reform efforts for Reading Comprehension, MTSS, and PBIS. Monthly educational parent meetings will be held and centered around the Northeast Big Ideas. Parents will receive instruction and materials on how to help support their child's learning needs, particularly in the area of Reading Comprehension. Instruction will also be given on Lexile levels. Parents will receive a letter showing their child's level in order to locate books outside of school, purchasing book and utilizing the library. Opportunities will be available for parents to go to the computer lab to be instructed on how to connect with the curriculum online resources and Powerschool Gradebook.

Marsha McEvoy training will be held specifically for parents. This training will be dedicated to informing and educating parents on positive behavior intervention strategies to make connections from school to home. Parents are encouraged to volunteer in the classroom or school. Global Connects is an automatic calling system to provide parents with information and remind them of important dates. Monthly newsletters sent home include a "Title 1 Corner" keeping parents informed of updates in the Priority School Plan and upcoming events related to the Priority Plan.

On an annual basis, Northeast Elementary will collect and analyze Studer, NCA, and classroom survey data from parents and students to further refine and integrate families into our reform process.

### 9B - COMMUNITY ENGAGEMENT

Northeast Elementary School employs strategies to engage community partners in our reform efforts. Northeast will partner with CP Federal Credit Union to provide instruction. Banking presentations will be related to Reading Comprehension and Math curriculum.

Our school will work towards implementing the Energizing Education Program. One component of this program involves trained volunteer mentors from United Way, Consumer's Energy, or Partnership Park who work one on one with students (PK-2) during school hours for one hour each week, split between two half hour sessions. Under the guidance and supervision of a literacy specialist, the mentor and student will work on reading, writing, and other literacy activities. The lesson plans framed by the literacy specialist keep in mind the following literacy ideals from Richard Gabriel's article "Every Child Every Day"

1. Every child reads something he/she chooses.
2. Every child reads accurately.
3. Every child reads something he/she understands.
4. Every child writes about something personally meaningful.
5. Every child talks to a caring adult about his/her reading and writing.
6. Every child listens to a fluent adult read aloud.

The second component involves Family Outreach. Family outreach events are sponsored in which parents receive advice and materials for supporting literacy in the home, as well as dinner for the family and a book for each child attending. The goal is to encourage and educate parents to engage in and support their children's education. Some of these family nights are available only to families with students in the Energizing Education program, while others are open school-wide.

Research on parental involvement is massive and this research almost exclusively shows a positive impact on student achievement. "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like

school more." That's the conclusion of "A New Wave of Evidence", a report from Southwest Educational Development Laboratory (2002).

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

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

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

The district will provide the school (Principal, School Improvement Teams and staff) with the autonomy over the school's schedule, staffing and the building's Title I budget in accordance with the federal regulations. Currently, the district and teachers' union are actively engaged in collective bargaining. The Memorandum of Understanding will be uploaded in the Reform Plan when a tentative agreement has been signed by both parties.

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

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

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

The district and schools are committed to receiving on-going external technical assistance from the Jackson Intermediate School District, School Improvement Facilitator (Michigan state University) and representatives from the Michigan Department of Education. Intense support to the district and schools will include weekly meeting with the Director of Instruction (JCISD) and the School Improvement Facilitator. Research based topics will include Multi-tier Systems of Support, barriers to student achievement and effective strategies that will transition a school from low performance to high performance. In addition, the district will support the schools through the attendance at conferences offered through the JCISD and the Michigan Department of Education. The Director of Federal Program will act as the liaison for Priority Schools and the Central Office contact person who will attend the weekly meetings, engage in dialogue with the leadership teams regarding the writing of the Reform Plans, monitor and support the implementation of the Reform Plan in each building.

## Elementary Principal 2012-13 Evaluation - Example

		Goal	Measure	Weight of Total Score	2010	2011	2012	Points Awarded	Multiplier	Total
<b>Quality</b>	Student Achievement	Raise 3rd grade reading score	MEAP	5%	38%	42%	49%	5 = 51% 4 = 50% 3 = 49% 2 = 48% 1 = 47%	x1	
		Raise 3rd grade math score	MEAP	5%	22%	30%	24%	5 = 26% 4 = 25% 3 = 24% 2 = 23% 1 = 22%	x1	
		Raise 4th grade reading score	MEAP	5%	52%	52%	59%	5 = 61% 4 = 60% 3 = 59% 2 = 58% 1 = 57%	x1	
		Raise 4th grade math score	MEAP	5%	39%	34%	17%	5 = 20% 4 = 19% 3 = 18% 2 = 17% 1 = 16%	x1	
		Raise 4th grade writing score	MEAP	2.5%			24%	5 = 27% 4 = 26% 3 = 25% 2 = 24% 1 = 23%	x.5	
		Raise 5th grade reading score	MEAP	5%	n/a	50%	37%	5 = 39% 4 = 38% 3 = 37% 2 = 36% 1 = 35%	x1	
		Raise 5th grade math score	MEAP	5%	n/a	14%	11%	5 = 14% 4 = 13% 3 = 12% 2 = 11% 1 = 10%	x1	
		Raise 5th grade science score	MEAP	2.5%			7%	5 = 10% 4 = 9% 3 = 8% 2 = 7% 1 = 6%	x.5	

	Goal		Measure	Weight of Total Score	2011	2012	2013	Points Awarded	Multiplier	Total
<b>People</b>	Employee Engagement in the Work Environment	Establish District mean on Studer instrument	Employee Engagement Survey	10%	4.07	4.39		5 = above 4.00 4 = 3.90 3 = 3.80 2 = 3.70 1 = below 3.60	x2	

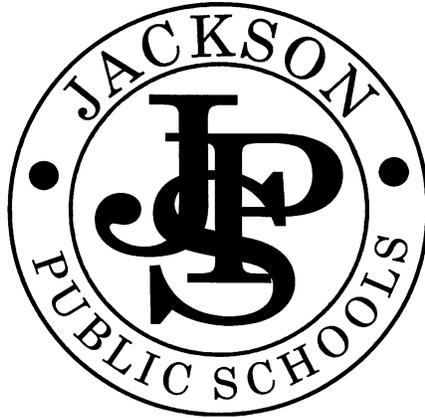
	Goal		Measure	Weight of Total Score	2011	2012	2013	Points Awarded	Multiplier	Total
<b>Service</b>	Parent Satisfaction with Schools	Establish District mean on Studer instrument	Parent Satisfaction Survey	20%	3.61	4.38		5 = above 4.00 4 = 3.90 3 = 3.80 2 = 3.70 1 = 3.60	x4	

	Goal		Measure	Weight of Total Score	2010/11	2011/12	2012/13	Points Awarded	Multiplier	Total
<b>Finance</b>	Increase Fund Balance	Reduce overtime by 50% (includes general education substitutes for conferences and secretaries)	Budget/ Audit	5%				5 = 50% 4 = 40% 3 = 30% 2 = 20% 1 = 10%	x1	
		Maintain/reduce building budget	Budget/ Audit	5%				5 = \$1,000 under 4 = \$500 under 3 = on budget 2 = \$500 over 1 = \$1,000 over	x1	

	Goal		Measure	Weight of Total Score	2010/11	2011/12	2012/13	Points Awarded	Multiplier	Total
<b>Growth</b>	General education enrollment	Maintain or increase enrollment	FTE Report (Fall Count)	5%	236	245	232	5 = 242 4 = 237 3 = 232 2 = 227 1 = 222	x1	

	Goal		Measure	Weight of Total Score	2010/11	2011/12	2012/13	Points Awarded	Multiplier	Total
<b>Health &amp; Safety</b>	Student altercations	Maintain or reduce the number of student altercations by 5%	District Report	20%	30	14		5 = 12 4 = 13 3 = 14 2 = 15 1 = 16	x4	

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# **Jackson Public Schools Teacher Evaluation Process**

Revised October 21, 2013

## Jackson Public Schools Teacher Evaluation Process

<b>Evaluator's Name:</b>	<b>Teacher's Name:</b>
<b>Building</b>	<b>Subject/Grade:</b>
<b>Pre-Conference Date:</b>	<b>Formal Observation Date:</b>

### Introduction

Effective 2011-12, PA 102, the District will implement a Board approved teacher evaluation system that focuses on teacher effectiveness. At the end of each school year and prior to June 15 of each following year, teachers will be given rating of “highly effective”, “effective”, “minimally effective” or “ineffective”.

Ratings will be based on an objective score in five domains (**Attachment 1**). Each domain will be weighted to allow for individualization after the base year (2011-12).

Based on the five domains, the District will be able to evaluate teachers on common set of rubrics and measures (**Attachment 2-Elementary and Attachment 3-Secondary**). The following scale has been adopted:

<b>Highly Effective 94-100 / Effective 80-93 / Minimally Effective 70-79 / Ineffective 0-69</b>
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- A teacher who is ineffective for two consecutive years will require the district to send a parent notification of your teacher rating to parents.
- A teacher who is ineffective for three consecutive years will be terminated.
- Lack of effort or participation will result in an ineffective rating.
- Proven disciplinary actions may be attached to a yearly evaluation and considered in the scoring of a given area.

### Process

#### *Measurable Metrics*

The administrator will assign metrics and weights based on previous performance. It is the responsibility of the teacher to monitor and report to their administrator evidence of growth.

Failure to report or measure progress will result in an “ineffective” rating for that domain.

#### *Pre Conference – Assignment of Metrics*

The administrator and teacher will meet during the beginning of the year to discuss the weights and measure for each domain (**Attachment 4**).

A timeline and protocol for evaluation will also be laid out during the meeting.

Expectation for classroom visitation by the administration will be discussed. State law requires multiple visits prior to a written evaluation.

Teachers are encouraged to invite principals to classroom lessons that demonstrate mastery of Components of Professional Practice (**Attachment 5**).

#### *Post Conference*

Presentation by teacher on metric measures. Teachers should come prepared to discuss their final results in all areas. A summary of evidence should be presented.

## *Mentors*

Teacher mentors will be a voluntary practice in Jackson Public Schools. Mentors may provide professional support, instruction and guidance for the development of professional expertise as requested by teacher. Mentors will maintain absolute confidentiality, except in cases of illegal or unethical conduct. Mentors will assist teachers in becoming familiar with district curriculum, policies of the school, and assist them in becoming a highly effective teacher in their new school and community. The mentor is a resource person and will not be held responsible for the performance of the teacher they are mentoring. Mentors and teachers will establish plans for interacting on their conference hours, before or after school. These plans may include conferences, visitations, observations, training and demonstrations at the request of the teacher being mentored, with the approval of administration if occurring during school hours and requiring a substitute teacher.

## *Individualized Development Plan (IDP; Replaces Plan of Assistance)*

Each teacher that is probationary, minimally effective or ineffective will be given an IDP (see Attachment 3). Each IDP will be developed and implemented under the direction of the building administrator. The plan may include suggestions for growth, articles, training, mentors, observations, data reviews, etc. It will be the responsibility of the teacher to execute the IDP. Evaluation of the IDP remains the yearly evaluation instrument (**Attachment 6**).

## *Probationary Appeal*

New teachers are on a five-year probation schedule.

In the event that a probationary teacher receives an ineffective evaluation, they may appeal it in writing to the Superintendent. Upon receiving the appeal letter the Superintendent will hear and review evidence from both teacher and administrator before rendering a decision.

A written statement will be forwarded to both parties at the conclusion of the appeal.

## *Tenure Teacher Review*

In the event that a tenured teacher receives an ineffective or minimally effective evaluation, they may ask the Superintendent for an independent review. Upon reviewing a request for review, the Superintendent/designee will hear testimony from the teacher, evaluator and review the evidence presented. Requests must be received within 10 working days of the post conference. A response in writing will be given prior to July 1.

## *Tenured Teacher Protection*

Tenured teachers, under the law, must rely on a tenure proceeding which relies on a Board vote to move forward. Teachers would be afforded an opportunity at both the Board level and tenure hearing to make their defense.

## *Severity Exclusion*

Students may be excluded for circumstances that are of a severe nature as determined by the Principal, Superintendent or his/her designee. Examples of students who may qualify would be students who are hospitalized, illness, accidents or special circumstances beyond the teacher's control.



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# JACKSON PUBLIC SCHOOLS

## ADMINISTRATIVE OFFICES

522 Wildwood Ave. • Jackson, Michigan 49201 • Phone 517-841-2202 • Fax 517-789-8056 • [www.jpsk12.org](http://www.jpsk12.org)

### Jackson Public Schools Annual Evaluation Memorandum

**TO:** Human Resources  
 Teacher Being Evaluated: \_\_\_\_\_  
 Building: \_\_\_\_\_

**FROM:** Administrator Who Completed Evaluation: \_\_\_\_\_

**RE:** 2013-14 Teacher Evaluation

**Rating:** Highly Effective    Effective    Minimally Effective \*    Ineffective \*  
*(circle one)*

**IDP Status:** Probationary \*    Ineffective    Minimally Effective  
*(circle one)*

Pre-Conference Date:	
Formal Observation Date:	
Post-Conference Date:	

**Subscores by Domain:**

Current Year					
Domain	Weight		Score (0-100)		Total
1. Student Achievement	.40	x		=	
2. Lesson Plans	.20	x		=	
3. Classroom Environment	.15	x		=	
4. Professional Responsibilities	.15	x		=	
5. Parent Communication	.10	x		=	
Total	1.00%				

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

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* Hard copies of documentation will be kept in personnel file if designation is Probationary, Minimally Effective or Ineffective.

## ELEMENTARY 1. Student Achievement – Use of data to improve student growth 40%

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/ Evidence	Points
<b>Achieve MAP Reading target</b>	0 – 59% Achieve target score	60% – 69% Achieve target score	70% – 89% Achieve target score	90% – and above Achieve target score		/4
<b>Achieve MAP Math target</b>	0 – 59% Achieve target score	60% – 69% Achieve target score	70% – 89% Achieve target score	90% – and above Achieve target score		/4
<b>Interventions/Data used to drive instruction: I.E. Flexible grouping, ASSIST, success maker, progress monitoring, pre/post test, running records, etc.</b>	There is no evidence that data was collected, utilized or interpreted by the teacher. None of the goals were met and some regression is noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the targeted areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.		/4
<b>School wide MEAP: Growth in all subject areas</b>	0 – 59% Achieve target score (Elem 6/11)	60% – 69% Achieve target score (Elem 7/11)	70% – 89% Achieve target score (Elem 8/11)	90% – and above Achieve target score (Elem 10/11)		/4

Total Points: \_\_\_\_/16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/ Evidence	Points
<b>Lessons clearly aligned with state standards</b>	Teacher makes content errors or does not correct errors students make.	Teacher displays basic content knowledge, but cannot articulate connections.	Teacher displays content knowledge and makes connections between content and other areas of the discipline and other disciplines.	Teacher displays extensive knowledge with evidence of continuous pursuit of such knowledge.		/4
<b>Daily lesson plans are evident, clear and logical</b>	No lesson plan is evident. Including, no plans for Para's, TA's, volunteers or tutors. The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. No page numbers.	There is some evidence that daily lessons and long term goals are inconsistent. The lesson or unit has a recognizable structure, although not uniformly maintained. Most time allocations are reasonable. Page numbers are inconsistent.	There is evidence that daily lessons and long term goals are generally aligned with the district curriculum. Instruction activities are generally related to learning objectives. Para's, TA's, volunteer and tutor plans are evident. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. Page numbers are included.	There is evidence that daily lessons are relevant to students and instructional goals. Lessons progress coherently, producing a quantified whole. This includes complete lessons for Para's, TA's, volunteers and tutors. The lesson or unit structure is clear and allows for different pathways according to student needs. Time frame and page numbers reflect best practices.		/4
<b>Plans include differentiated instruction</b>	The teacher displays little knowledge of student skills and knowledge, and does not indicate that such knowledge is valuable.	Teacher recognizes the values of understanding student's abilities and skills, but displays this knowledge of the class only as a whole.	Teacher displays knowledge of students' skills and abilities for groups of students and recognizes the value of this knowledge. Teacher only differentiated with one group – high or low.	Teacher displays knowledge of most students and their skills including those with special needs. Teacher used differentiated instruction with the high achievers.		/4
<b>Demonstrates knowledge of current resources</b>	Teacher unaware of technology/resources available through the district. Teacher does not use MAP, success maker, etc., to drive instruction. Teacher does not utilize Assist process.	Teacher displays limited awareness of technology/resources available through the district. Teacher rarely uses MAP, success maker, etc., to drive instruction.	Teacher uses technology/resources to support instructional goals while engaging students in meaningful learning that enhances understanding in the content area. Teacher uses Assist, success maker and MAP to identify students and drive instruction.	Teacher uses technology/resources to plan varied approaches to learning to support instructional goals and engage students in meaningful learning of the content are as part of a coherent structure. Instruction is driven by MAP, success maker, etc.		/4

Total Points: \_\_\_\_/16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/ Evidence	Points
<b>Establish a positive learning culture with respect and rapport via a student survey (see attached) By end of first trimester and April 30<sup>th</sup></b>	0 – 59% Student survey dissatisfied	60% - 69% Student survey satisfaction	70% - 89% Student survey satisfaction	90% or above Student survey satisfaction		/4
<b>Posted rules with expectations and consequences (developed as a class or school-wide)</b>	Clear standards are absent or student behavior is not monitored or teacher does not respond appropriately to the misbehavior.	Occasionally, clear standards are absent. Teacher does not respond appropriately to the misbehavior.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times and teacher response to misbehavior is appropriate and respects the students' dignity.	Clear standards of conduct developed with student participation. Teacher response to misbehavior is highly effective and sensitive to students' individual needs.		/4
<b>Ensures classroom/building procedures, routines and transitions are followed by students</b>	Students not working with the teacher are not productively engaging in learning, much time is lost during transitions.	Tasks for student work are partially organized, resulting in some off-task behavior when teachers are involved with one group. Effective transitions are inconsistent.	Tasks for student work are organized, and are managed so most students are engaged at all times. Transitions occur smoothly.	Students monitor their own behavior, work productively, engaged at all times, with students assuming responsibility for their work and behavior. Transitions are seamless.		/4
<b>Number of referrals, monitor referrals to increase positive behavior, Building procedures have been followed prior to referral i.e. Leader in me, Nurtured heart, self-monitoring, PBIS, ASSIST</b>	Referrals are not monitored to improve student behavior. Building procedures are not followed prior to referral.	Referrals are monitored but not used to improve student behavior. Building procedures were used minimally.	Referrals were monitored and student behavior was slightly improved and most building procedures were followed.	Referrals were monitored and student behavior was significantly improved and all building procedures were followed.		/4

Total Points: \_\_\_\_/16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/ Evidence	Points
<b>System of maintaining records: I.E. Classes, P.D. logs conferences, professional reads, online learning</b>	Records are not maintained	Records are incomplete and the system needs improving	Records are complete, and the system is effective	Records are complete and the system is organized and is shared as a best practice throughout the building		/4
<b>Teacher engagement</b>	Not punctual, frequent absences, not at posted position, misses many meetings, does not participate on a committee	Multiple reminders to be punctual, attendance affects classroom/building environment, reminded to be at posted position, attendance at meetings is minimal, on a committee with minimal participation	Punctual, attendance does not need to be monitored, at posted position, attends meetings, participates on a committee	Punctual, outstanding attendance, at posted position daily, attends meetings and participates, on several committees and attends night activities		/4
<b>Timely record keeping: PowerSchool, student attendance, parent logs, log entries, 31A forms, required documents, sub folders</b>	Records are not completed and/or not turned in	Records are partially completed and/or needs monitoring	Records are completed accurately and little administrative monitoring is needed	Records are always completed accurately and turned in on time		/4
<b>Communication with families: articulated appropriately and positively via emails, newsletters and phone calls</b>	No communication is provided to families or communication is insincere and/or insensitive	Little communication is provided to families with little sensitivity. Response to parent concerns is minimally effective, parent concern is not resolved.	Communication with families happens on a frequent and regular basis. Parent concerns are responded to appropriately and in a timely manner with sensitivity	Communication to families is frequent and on a scheduled basis. It contains both positive and when necessary sharing negative information. Parent concerns are dealt with using compassion and sensitivity		/4

**Total Points:** \_\_\_\_ /16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<b>Studer survey questions 1-13</b>	70% or more parents responding to a parent survey are dissatisfied with the atmosphere of the building	80% or more parents responding to a parent survey are dissatisfied with the atmosphere of the building	90% or more parent responding to a parent survey are satisfied or very satisfied with the atmosphere of the building	95% or more parents responding to a parent survey are satisfied or very satisfied with the atmosphere of the building		/4
<b>Teacher generated parent survey</b>	The teacher did not administer a parent survey Or 0-59% of responding parents are satisfied	60-74% of responding parents are satisfied	75-89% of responding parents are satisfied	90-100% of responding parents are satisfied		/4
<b>100% Parent/teacher conferences (in person) by Nov. 30<sup>th</sup></b>	0-59% of parents participated in parent-teacher conferences	60-74% of parents participated in parent-teacher conferences	75- 99% of parents participate in parent-teacher conferences	100% of parents participate in parent-teacher conferences		/4
<b>Documentation of parent communication</b>	No documentation was kept	Documentation of two-way communication was kept, but the communication was not consistent	Documentation of two-way communication was documented on a monthly basis	Documentation of two-way communication was documented on a weekly basis		/4

**Total Points:** \_\_\_\_ /16

SECONDARY

1. Student Achievement – Use of data to improve student growth 40%

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<b>Achieve MAP Reading target</b>	0 – 59% Achieve target score	60 – 69 % Achieve target score	70 – 89% Achieve target score	90% and above Achieve target score		/4
<b>Achieve MAP Math target</b>	0 – 59% Achieve target score	60 – 69% Achieve target score	70 – 89% Achieve target score	90% and above Achieve target score		/4
<b>Interventions/Data used to drive instruction: i.e. Flexible Grouping, ASSIST, Progress Monitoring, IEP Goals/ Accommodations</b>	There is no evidence that data was collected, utilized or interpreted by the teacher. None of the goals were met and some regression is noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the targeted areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.		/4
<b>Pre/Post Testing</b>	0 – 59% Achieve target score	60 – 69% Achieve target score	70 – 89% Achieve target score	90% and above Achieve target score		/4

Total Points: \_\_\_\_ / 16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<p><b>Communicating Clearly &amp; Accurately</b> Directions &amp; procedures, Oral &amp; written language</p>	No lesson plan is evident. Including, no plans for Para's, TA's, volunteers or tutors. The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. No page numbers.	There is some evidence that daily lessons and long term goals are inconsistent. The lesson or unit has a recognizable structure, although not uniformly maintained. Most time allocations are reasonable. Page numbers are inconsistent.	There is evidence that daily lessons & long term goals are generally aligned with the district curriculum. Instruction activities are generally related to learning objectives. Para's, TA's, volunteer and tutor plans are evident. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. Page numbers are included.	There is evidence that daily lessons are relevant to students & instructional goals. Lessons progress coherently, producing a quantified whole. This includes complete lessons for Para's, TA's, volunteers and tutors. The lesson or unit structure is clear and allows for different pathways according to student needs. Time frame & page numbers reflect best practices.		/4
<p><b>Using Questioning &amp; Discussion Techniques</b> Quality of questions, Discussion techniques, Student participation</p>	Teacher makes content errors or does not correct errors students make.	Teacher displays basic content knowledge, but cannot articulate connections.	Teacher displays content knowledge and makes connections between content and other areas of the discipline and other disciplines.	Teacher displays extensive knowledge with evidence of continuous pursuit of such knowledge.		/4
<p><b>Engaging Students In Learning</b> Representation of content, Activities &amp; assignments, Grouping of students, Instructional materials &amp; resources, Structure &amp; pacing</p>	Teacher unaware of technology/resources available through the district. Teacher does not use MAP, Successmaker, etc., to drive instruction. Teacher does not utilize Assist process.	Teacher displays limited awareness of technology/resources available through the district. Teacher rarely uses MAP, Successmaker, etc., to drive instruction.	Teacher uses technology/resources to support instructional goals while engaging students in meaningful learning that enhances understanding in the content area. Teacher uses Assist, Successmaker, and MAP to identify students & drive instruction.	Teacher uses technology/resources to plan varied approaches to learning to support instructional goals & engage students in meaningful learning of the content area as part of a coherent structure. Instruction is driven by MAP, Successmaker, etc.		/4
<p><b>Providing Feedback to Students, Demonstrating Flexibility &amp; Responsiveness</b> Quality: accurate, substantive, constructive, &amp; specific Timeliness Lesson adjustment, Response to students, Persistence</p>	The teacher displays little knowledge of student skills and knowledge, and does not indicate that such knowledge is valuable.	Teacher recognizes the values of understanding students' abilities and skills, but displays this knowledge of the class only as a whole.	Teacher displays knowledge of students' skills and abilities for groups of students and recognizes the value of this knowledge. Teacher only differentiated with one group – high or low.	Teacher displays knowledge of most students and their skills including those with special needs. Teacher used differentiated instruction with the high achievers.		/4

Total Points: \_\_\_\_ / 16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<p><b>Creating an Environment of Respect &amp; Rapport</b> Teacher Interaction with students, Student Interaction</p>	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.</p>	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>		/4
<p><b>Establishing a Culture for Learning</b> Importance of content, Student pride of work, Expectations for learning and environment</p>	<p>Clear standards are absent or student behavior is not monitored or teacher does not respond appropriately to the misbehavior.</p>	<p>Occasionally, clear standards are absent. Teacher does not respond appropriately to the misbehavior.</p>	<p>Standards of conduct are clear to all students. Teacher is alert to student behavior at all times and teacher response to misbehavior is appropriate and respects the students' dignity.</p>	<p>Clear standards of conduct developed with student participation. Teacher response to misbehavior is highly effective and sensitive to students' individual needs.</p>		/4
<p><b>Managing Classroom Procedures &amp; Student Behavior</b> Management of instructional groups, transitions, materials and supplies, Performance of non-instructional duties, Supervision of volunteers and paraprofessionals, Expectations, Monitoring of student behavior, Response to student misbehavior</p>	<p>Students not working with the teacher are not productively engaging in learning, much time is lost during transitions. Referrals are not monitored to improve student behavior. Building procedures are not followed prior to referral.</p>	<p>Tasks for student work are partially organized, resulting in some off-task behavior when teachers are involved with one group. Effective transitions are inconsistent. Referrals are monitored but not used to improve student behavior. Building procedures were used minimally.</p>	<p>Tasks for student work are organized, and are managed so most students are engaged at all times. Transitions occur smoothly. Referrals were monitored and student behavior was slightly improved and most building procedures were followed.</p>	<p>Students monitor their own behavior, work productively, engaged at all times, with students assuming responsibility for their work and behavior. Transitions are seamless. Referrals were monitored and student behavior was significantly improved and all building procedures were followed.</p>		/4
<p><b>Organizing Physical Space</b> Safety and arrangement of furniture, Accessibility to learning and use of physical resources</p>	<p>The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.</p>	<p>The classroom is safe, and at least essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.</p>	<p>The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.</p>	<p>The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.</p>		/4

Total Points: \_\_\_\_\_ / 16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<p><b>Reflecting on Teaching, Growing &amp; Developing Professionally</b> Accuracy, Use in future teaching, Enhancement of content knowledge &amp; pedagogical skill, Service to the profession</p>	Records are not maintained	Records are incomplete and the system needs improving	Records are complete, and the system is effective	Records are complete and the system is organized and is shared as a best practice throughout the building		/4
<p><b>Maintaining Accurate Records</b> Student completion of assignments, Student progress in learning, Non-instructional records</p>	Records are not completed and/or not turned in	Records are partially completed and/or needs monitoring	Records are completed accurately and little administrative monitoring is needed	Records are always completed accurately and turned in on time		/4
<p><b>Communicating with Families</b> Information about the instructional program, Information about individual students, Engagement of families in the instructional program</p>	No communication is provided to families or communication is insincere and/or insensitive	Little communication is provided to families with little sensitivity. Response to parent concerns is minimally effective, parent concern is not resolved.	Communication with families happens on a frequent and regular basis. Parent concerns are responded to appropriately and in a timely manner with sensitivity.	Communication to families is frequent and on a scheduled basis. It contains both positive and when necessary sharing negative information. Parent concerns are dealt with using compassion and sensitivity.		/4
<p><b>Contributing to the School &amp; District, Showing Professionalism</b> Relationships with colleagues, Service to the school, Participation in school &amp; district projects, Service to students, Advocacy, Decision making</p>	Not punctual, frequent absences, not at posted position, misses many meetings, does not participate on a committee	Multiple reminders to be punctual, attendance effects classroom/building environment, reminded to be at posted position, attendance at meetings is minimal, on a committee with minimal participation	Punctual, attendance does not need to be monitored, at posted position, attends meetings, participates on a committee	Punctual, outstanding attendance, at posted position daily, attends meetings and participates, on several committees and attends night meetings		/4

Total Points: \_\_\_\_ / 16

	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4	Comments/Evidence	Points
<b>Studer survey questions 1-13</b>	70% of more parents responding to a parent survey are satisfied with the Building's atmosphere	80% or more parents responding to a parent survey are satisfied with the Building's atmosphere	90% or more parents responding to a parent survey are satisfied or very satisfied with the Building's atmosphere	95% or more parents responding to a parent survey are satisfied or very satisfied with the Building's atmosphere	From original evaluation	/4
<b>Teacher generated student survey (copy attached)</b> End of each trimester or term	< 1.5 Students are satisfied	1.5 – 2.49 Students are satisfied	2.5 – 3 Students are satisfied	3.5 – 4 Students are satisfied		/4
<b>100% Parent/teacher contact by November 30th</b>	0 – 59% of parents participated in parent/teacher conferences	60 – 74% of parents participated in parent/teacher conferences	75 – 99% of parents participate in parent/teacher conferences	100% of parents contacted via e-mail, phone, conferences or mail.		/4
<b>Documentation of parent communication</b>	No documentation was kept	Documentation of two-way communication was kept, but the communication was not consistent	Documentation of two-way communication was documented on a monthly basis	Documentation of two-way communication was documented on a weekly basis		/4

**Total Points:** \_\_\_\_ / 16

## Jackson Public Schools 2013-2014 Secondary Student Survey

	Always (4)	Most of the time (3)	Some of the time (2)	Never (1)
1. I enjoy attending this class.	0	0	0	0
2. In this class, we learn almost every day.	0	0	0	0
3. My teacher uses many different ways to explain things.	0	0	0	0
4. My teacher helps me when I don't understand	0	0	0	0
5. My teacher tells us what we are learning and why.	0	0	0	0
6. Students feel comfortable sharing their ideas in this class.	0	0	0	0
7. My teacher talks to me about my work to help me understand my mistakes.	0	0	0	0
8. My teacher writes notes on my work to help me improve.	0	0	0	0
9. My teacher cares about me.	0	0	0	0
10. Students in my class are respectful to our teacher.	0	0	0	0
11. All of the kids in my class know what they are supposed to be doing and learning.	0	0	0	0
12. The people we learn and read about in this class are like me.	0	0	0	0
13. My teacher knows what my life is like outside of school.	0	0	0	0
14. I ask for help when I need it.	0	0	0	0
15. My teacher responds to student misbehaviors in a fair and respectful manner.	0	0	0	0

## Pre-Conference Evaluation

### Key Items to Discuss:

- Evaluation Process
  - Probationary/tenure
  - Participation
  - Scoring
  
- Student Achievement
  - Pre/post test
  - IEPs; reading and math pre/post scores
  - Expectation for summative evaluation conference
  
- Domains
  - Items
  - Weights
  - Charlotte Danielson information
  - Online help
  
- Parent Satisfaction
  - Attitude –was it a nice experience
  - Timeliness – response/solution delivered
  - Accessibility – can we receive live people
  - Accuracy – correct product or service
  - Operations – day to day systems run efficiently
  
- Professional Development
  - Focus on reading/writing tools purchased by district
  - Focus on new math progress
  - Other

Summative evaluation will be in May or June.

## Jackson Public Schools – Components of Professional Practice

<p style="text-align: center;"><b>DOMAIN 1: PLANNING AND PREPARATION</b></p> <p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b>            Knowledge of content and structure of the discipline            Knowledge of prerequisite relationships            Knowledge of content-related pedagogy</p> <p><b>1b: Demonstrating Knowledge of Students</b>            Knowledge of child and adolescent development            Knowledge of the learning process            Knowledge of students' skills, knowledge and language proficiency            Knowledge of students' interests and cultural heritage            Knowledge of students' special needs</p> <p><b>1c: Selecting Instructional Goals</b>            Value, sequence and alignment            Clarity            Balance            Suitability for diverse students</p> <p><b>1d: Demonstrating Knowledge of Resources</b>            Resources for classroom use            Resources to extend content knowledge and pedagogy            Resources for students</p> <p><b>1e: Designing Coherent Instruction</b>            Learning activities            Instructional materials and resources            Instructional groups            Lesson and unit structure</p> <p><b>1f: Designing Student Assessment</b>            Congruence with instructional outcomes            Criteria and standards            Design of formative assessment            Use for planning</p>	<p style="text-align: center;"><b>DOMAIN 2: CLASSROOM ENVIRONMENT</b></p> <p><b>2a: Creating an Environment of Respect and Rapport</b>            Teacher interaction with students            Student interactions with other students</p> <p><b>2b: Establishing a Culture for Learning</b>            Importance of the content            Expectations for learning and achievement            Student pride in work</p> <p><b>2c: Managing Classroom Procedures</b>            Management of instructional groups            Management of transitions            Management of materials and supplies            Performance of non-instructional duties            Supervision of volunteers and paraprofessionals</p> <p><b>2d: Managing Student Behavior</b>            Expectations            Monitoring of student behavior            Response to student misbehavior</p> <p><b>2e: Organizing Physical Space</b>            Safety and accessibility            Arrangement of furniture and use of physical resources</p>
<p style="text-align: center;"><b>DOMAIN 3: INSTRUCTION</b></p> <p><b>3a: Communicating Clearly and Accurately</b>            Expectations for learning            Directions and procedures            Explanations of content            Use of oral and written language</p> <p><b>3b: Using Questioning and Discussion Techniques</b>            Quality of questions            Discussion techniques            Student participation</p> <p><b>3c: Engaging Students in Learning</b>            Activities and assignments            Instructional materials and resources            Grouping of students            Structure and pacing</p> <p><b>3d: Using Assessment in Instruction</b>            Assessment criteria            Monitoring of student learning            Feedback to students            Student self-assessment and monitoring of progress</p> <p><b>3e: Demonstrating Flexibility and Responsiveness</b>            Lesson adjustment            Response to students            Persistence</p>	<p style="text-align: center;"><b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>4a: Reflecting on Teaching</b>            Accuracy            Use in future teaching</p> <p><b>4b: Maintaining Accurate Records</b>            Student completion of assignments            Student progress in learning            Non-instructional records</p> <p><b>4c: Communicating with Families</b>            Information about the instructional program            Information about individual students            Engagement of families in the instructional program</p> <p><b>4d: Participating in a Professional Community</b>            Relationships with colleagues            Involvement in a culture of professional inquiry            Service to the school            Participation in school and district projects</p> <p><b>4e: Growing and Developing Professionally</b>            Enhancement of content knowledge and pedagogical skills            Receptivity to feedback from colleagues            Service to the profession</p> <p><b>4f: Showing Professionalism</b>            Integrity and ethical conduct            Service to students            Advocacy            Decision making            Compliance with school and district regulations</p>

**Jackson Public Schools  
Individual Development Plan**

Teacher's Name: \_\_\_\_\_

Circle appropriate category:    Ineffective                      Minimally Effective                      Probationary

Date(s) of observation: \_\_\_\_\_

**1. Student Achievement – Use of data to improve student growth.**

Teacher Plan:

Administrative Support:

**2. Key Domain –Administration will assign metrics and weights.**

Teacher Plan:

Administrative Support:

**3. Domain –Administration will assign metrics and weights.**

Teacher Plan:

Administrative Support:

**4. Domain —Administration will assign metrics and weights.**

Teacher Plan:

Administrative Support:

**5. Special Training – Maintaining accurate and timely records.**

Teacher Plan:

Administrative Support:

**6. Parent Domain – Parent satisfaction survey.**

Teacher Plan:

Administrative Support:

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**Progress Report**

**Previous Rating/Evaluation**

**Mid-Year Evaluation  
(optional – teacher may request)**

**Current Year Rating**

**Subscores by Domain**

- 1. Student Achievement \_\_\_\_\_
- 2. Lesson Plans \_\_\_\_\_
- 3. Classroom Environment \_\_\_\_\_
- 4. Professional Responsibilities \_\_\_\_\_
- 5. Parent Communication \_\_\_\_\_

**Subscores by Domain**

- 1. Student Achievement \_\_\_\_\_ x  = \_\_\_\_\_
- 2. Lesson Plans \_\_\_\_\_ x  = \_\_\_\_\_
- 3. Classroom Environment \_\_\_\_\_ x  = \_\_\_\_\_
- 4. Professional Responsibilities \_\_\_\_\_ x  = \_\_\_\_\_
- 5. Parent Communication \_\_\_\_\_ x  = \_\_\_\_\_

It is the responsibility of the teacher to improve. Administrator will offer support and ideas to improve scores. You are not graded on your IDP, only your evaluation outcome.