



Redesign Plan

University Yes Academy

University Yes Academy

Mrs. Lesley Redwine
14717 Curtis Street
Detroit, MI 48235

TABLE OF CONTENTS

Transformation Redesign Diagnostic

Introduction.....	2
PART A: REFORM TEAM PERSONNEL.....	3
PART B: TEACHING AND LEARNING PRIORITIES.....	9
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	13
PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	32
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	51
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	58

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.

University YES Academy Middle School, a school that is part of the New Urban Learning network, believes that a school is only as strong as its leader. For this reason, as a part of our transformational design as a Michigan Department of Education priority school we have made modifications to the school's leadership structure by terminating the prior principal and adding a new principal, Ms. Tori Dugar. In addition, we have added other support staff to assist in ensuring our school design and goals are met including a director of teaching and learning at the network and a dean of teaching and learning in the school who will work side-by-side with the principal to focus on teacher portfolios and increase alignment to the national Common Core State Standards. This team is well-poised to be a part of the transformation that will support our school rising to become ultimately a reward school.

A New Urban Learning principal must follow a specific leadership framework to ensure that they are capable to meet our audacious college-preparatory mission. These core competencies are the foundation of support for the school including (1) instructional and data leadership; (2) school culture leadership; (3) people leadership; (4) management of the school; and (5) management of self. Using this framework, we are able to capture a principal's readiness and their performance in their job.

First and foremost, instructional leadership is the essential criteria for any leader in the school. They must first be an excellent teacher and have substantial pedagogical experience to promote what is and/or is not happening in the classroom. They must be able to collect, analyze and present data to teachers in a way to drive instruction. Given our school's current academic performance an instructional and data leader is essential to achieving our goals. Second, our principal must understand how to build a culture of achievement so that learning can take place free from distraction with the assurance that classrooms are well-managed throughout the school day. They must be able to provide evaluative feedback on the lesson cycle we've established for all teachers to follow. Third, leading people is also a top priority for our principal. Our principals must be able to first build relationships with our staff, and provide regular observation and feedback to support their growth and development. Inherent in this area is capacity-building and serving as a leader-in-action using a hands-on approach to train and model for others in the school. Fourth, it is also essential that beyond instruction, culture and people that they can manage the day-to-day systems that make the school effective including administrative tasks that can consume their time away from instruction to parent concerns that must be addressed timely. Fifth and finally, our principals must be well-planned and organized so that they can execute their daily tasks as well as deal with emergency issues as they flow throughout their day.

While the above competencies are present for all leaders, in a transformational framework we are looking for results-orientation, experience, and depth of knowledge with respect to teaching and learning, managing people and school systems. In fact, we believe that our leader must driven to focus on early wins by increasing morale and investing in our scholars; she is definitely looking to breaking from existing organizational norms by thinking outside the box and using proven practices to inform her leadership; she has a high amount of energy for the work in front of her and acts quickly to bring results and change; she is a partner in our data driven transformation and not only is she collecting data but she is analyzing it and using it to drive decisions in the school; and to her credit she is building a team that is invested in the outcomes we hope to see and using the big ideas around breakthrough student achievement and high-quality professional development to leverage the team by giving them support and building their competencies to perform.

Redesign Plan

University Yes Academy

New Urban Learning has identified Ms. Tori Dugar, a 20 year plus education veteran educator, has been named as the replacement principal of UYA. Based on her resume, Ms. Dugar has led schools and teams, and has had success working in urban schools to bring about desired results. Ms. Dugar is a strong educator, and leader and is focused on our goals as a school to ensure we're meeting our priority and college-readiness benchmarks. As a strong educator, leader and teacher, who is working to train and provide support to improving the quality of middle school instruction, coaching support to teachers, and systems to improve communications and follow-through on daily school operations. So far the team has quickly begun to respond to Ms. Dugar's expectations as a high-performance leader, and it is our belief that she will guide this school in a direction that will yield results for all our scholars.

Indicator 1B: Build Leadership Capacity

UYA has very ambitious goals and mission, and the only way it will be achieved is by a leader who is hard-working, focused and committed to the goals set by the board, authorizer, and the Michigan Department of Education. To support Ms. Dugar in her role, we have bi-weekly senior leadership dialogues that allow us to confront critical issues facing the school and address them regularly; she is in constant communication with the superintendent and CEO to support her development; she is a graduate of the Fischer Leadership Program with the Knowledge is Power Program (KIPP), and receives training and professional development and advice through established relationships in this nationwide network of leaders working in education reform communities. In addition, Ms. Dugar provides this same support to her team at the middle school to ensure the execution of our mission and goals is met with fidelity.

Ms. Dugar is a passionate and driven educator who is committed to ensuring that our scholars achieve our single-most important priority which is delivering high-quality instruction every single day which is our single most important task and BIG idea as a public charter school academy. With very specific goals around our performance on the MEAP and NWEA, Ms. Dugar must galvanize and support the talent in our building to ensure this is happening each and every day. Already she has conducted a needs-assessment to pinpoint specific areas of growth for the school and has deftly begun to build capacity to ensure our mission is accomplished and our goals are met.

Ms. Dugar is also committed to excellence and is a reflective practitioner who is focused on how we get our scholars to learn. With this change already in place, Ms. Dugar has already begun to build the structure of the team, build relationships with students, and assess the challenges identified in our plan to begin to bring about dramatic change. Her take-charge leadership and experience is what will support the school to rise to the achievement levels we know it can be successful.

Research for this section includes: Marshall, Kim, Rethinking Teacher Supervision and Evaluation (2009).

Contact Information:

Lesley Esters Redwine, CEO, lesleyredwine@newurbanlearning.org

Tori Dugar, Supervising Principal, toridugar@newurbanlearning.org

Please see attached resume for Principal, Ms. Tori Dugar attached:

Tori Dugar

2801 Barbee Houston, Texas 77054 - 281.408.5361 - toridugar@gmail.com

Professional Experience_____

Redesign Plan

University Yes Academy

The University YES Academy Schools

Supervising and Founding Principal March 2013 - Present

- Founded elementary school and provide professional leadership in the organization, administration, supervision and evaluation of the total school program and budget
- Develop processes and established new systems to ensure effective state and federal compliance
- Manage the work of three Deans of Teaching and Learning, two Deans of Students, instructional coaches, and school support staff in elementary and middle schools
- Provide instructional leadership and oversee 35 classroom teachers in elementary and middle schools
- Conducted every home visit for every elementary school child to ensure better averages in parent participation with results seen in nearly 100% parent participation in back-to-school night
- Administered faculty professional development and course evaluations

Koinonia Community Learning Academy

Interim - Superintendent / Principal January 2012 - Present

- Provided professional leadership in the organization, administration, supervision and evaluation of the total school program and budget
- Re-organized the co-ed educational systems to include gender specific classrooms in all grades
- Within one semester improved school ranking from reconstitution (take over by the state) to a moderate academic unacceptable rating (monitored by the state).
 - 65% growth in math -68% growth in reading
- Revised processes and established new systems to ensure effective state and federal compliance (37% to 98% accuracy in one year)
- Provided instructional leadership and clinical supervision to classroom teachers
- Implemented improved systems for disaggregating test data to serve as the foundation for increasing effectiveness of learning environments
- Participated in every home visit for every child to ensure better averages in parent participation
- Administered faculty professional development and course evaluations

Ryan Middle School/Jones High School

School Improvement Facilitator July 2010 - January 2012

- Led all educational capacities and developed a format for Houston ISD Apollo Program on my campuses.
- Re-organized co-ed scheduling to include gender specific classrooms at the middle school level
- Selected 20 math tutors for additional math instruction during school day for 6th and 9th grade students
- Moved middle school from State Reconstitution Level to Academically Acceptable rating
 - 62% growth in math -97% attendance rate-56% reduction in suspensions
 - 94% reduction in expulsions -97% passing rate in social studies and writing

KIPP Liberation College Prep

School Founder/Principal June 2005- May 2010

- Accepted into the KIPP Fellowship Program (2% acceptance rate) and proceeded to open the first KIPP school in an African American

Redesign Plan

University Yes Academy

neighborhood in Houston, Texas.

-Created the first co-ed gender specific school within the KIPP network

- School Results at full size (grades 5-8 - 252 students 68%male/32%female)

-90% passing rate/reading - 72% passing rate/math -97% passing rate/social studies -97%passing rate/writing -78% passing rate/science -Attendance rate 97% -0% Expulsions

Other duties and responsibilities included but not limited to:

- Provided professional leadership in the organization, administration, supervision and evaluation of the total school program and budget

- All teacher recruitment

- All student recruitment

- Location negotiation and security

- Ensure transportation for students

- Provided instructional leadership.

- Administered clinical supervision to classroom teachers.

- Disaggregated test data to serve as the foundation for increasing effectiveness of learning environments.

- The recruitment of all prospective students.

- Administered the Peer Advisor Mentor Program for entering students.

- Disseminated information to entering students through home visit to each child.

- Planned and coordinated all Orientation activities and events.

- Advised student organization leaders with requests for funding, budget preparation and in all areas of operations in the school.

- Administered faculty professional development and course evaluations.

- Prepared written documents in support of student and faculty merit-based awards in recognition of the school

- Coordinated and conducted classroom observations.

- Prepared written assessments and ethnographic reports.

- Coordinated site visits and planned documentation activities.

- Responsible for managing and coordinating efforts of community stakeholders

- Analyzed instructional and behavioral data

- Developed and facilitated implementation of instructional improvement plans.

- Created and administered performance-based assessments to students

- Prepared detailed written reports for KIPP National Board

- Facilitated problem resolution in areas impacting on project effectiveness.

- Met routinely with Leadership Team, classroom teachers and KIPP Houston Partners

Educator's Blueprint

Houston, TX

Founder/CEO 2003- Present

The Educator's Blueprint is an educational consultant company that offers instruction and implementation of research based best practices regarding instruction from both an academic and behavioral standpoint. The consultations are offered in a variety of ways that include student workshops and staff training that range from individual new teacher guidance to school wide professional development. While the company offers a wide range of workshops, the need or primary focus has been on new teacher training with inner city youth. Services have been provided in the following cities:

Houston, Texas; La Marque, Texas; Beaumont, Texas; San Antonio, Texas; Reno, Nevada; San Francisco, California; Detroit, Michigan; Atlanta, Georgia; Orangeburg, South Carolina; New Orleans, Louisiana; Hartford, Connecticut.

Redesign Plan

University Yes Academy

Houston Independent School District

Houston, TX

1990-2003

Dodson Elementary - Dr. O.D. Curtis, Principal - 1st Grade

Thompson Elementary - Billie Joe Johnson, Principal -

Teacher Grades 1 & 4 and SPED (self contained)

Will Rogers Elementary - Ron Dominy, Principal -

Teacher Grades 4 & 5 and Magnet Coordinator

PROFESSIONAL Administered the following programs:

EXPERTISE:

Title I

English as a Second Language

Gifted Education (Self-Contained and Resource Models)

Special Education

Behavior Disorders

Educable Mentally Handicapped

Multi-Cultural Education

Program Development for At-Risk Students

Teacher Evaluation and Clinical Supervision

Learning Needs Assessment

Organizational Development - Implementation of Effective Schools Models

EDUCATION:

Concordia University (Current- Final Semester)

Master's Program

Educational Leadership Administration and Supervision

KIPP School Leadership Program

University of California at Berkeley

Bachelor of Arts Degree

Texas Southern University, Houston, Texas

Major: Elementary Education

Area: Special Education

Redesign Plan

University Yes Academy

CERTIFICATES: Texas Public Schools Teacher Assessment & Assistance Proficiency

Texas State Teacher's Certificate, (K-9)

Other Certified Areas: Special Education; ESL

REFERENCES: Upon Requests

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.

(1) Break-through student achievement at all levels, including the creation and establishment of a culture of achievement owned by all teachers and scholars in the areas of:

- a. Lesson planning
- b. Lesson delivery/execution
- c. Exit tickets
- d. Transitions
- e. Uniform expectations
- f. Assessment performance
- g. Use of data to drive instruction

(2) Highly-qualified teacher in every classroom with high-quality professional development and access resources to support their learning and development

(3) Implementation of a rigorous teaching framework and teaching cycle derived from targeted teacher development around areas that will provide teachers with knowledge and skill to review and analyze data and increase student achievement in reading, writing, and math

State what data were used to identify these ideas

University YES Academy uses various forms of data to make the determination around BIG IDEA for the purposes of the priority plan. As a school we look at data relating to academic performance, demographic data, parent survey data, organization health/environment data, and anecdotal data to help inform our decision-making. In addition we have data from Excellent Schools Detroit 5 Essentials Survey with the University of Chicago and feedback from our school quality review with National Council of La Raza.

Below please find assessment data that highlights our need to improve our practice at UYA:

MEAP Assessment -- 2012-2013

ELA

6th - 36%

7th - 33%

8th - 42%

MATH

6th - 8%

7th - 8%

Redesign Plan

University Yes Academy

8th - 9%

MAP - 2013 Fall Baseline Assessment

Reading RIT

6th -- 196

7th -- 200

8th -- 207

Language Usage RIT

6th -- 197

7th -- 203

8th -- 208

Math RIT

6th -- 199

7th -- 203

8th -- 210

MAP - 2014 End of Year Spring Goals

Reading RIT

6th -- 216

7th -- 219

8th -- 219

Language Usage RIT

6th -- 216

7th -- 218

8th -- 218

Math RIT

6th -- 225

7th -- 230

8th -- 230

NOTE: In 2012, UYA was ranked 19 of 130 Detroit school for growth on the MAP assessment. In fact, UYA's growth was higher than the national average in all subject areas.

National Council for La Raza School Quality Review

Areas of Strength:

*Mission and vision for the school, and high expectations culture across all stakeholders

* CEO and superintendent seen as caring, warm, and accessible to students and parents

Redesign Plan

University Yes Academy

- * Facility support the vision of an excellent school
- * Teachers are generally seen as caring and accessible to parents
- * School has the beginnings of a useful data system
- * Leadership team has correctly identified areas for improvement

Areas of Improvement:

- * Serious gap between the planned and lived cultures of the school
- * Classroom instruction needs significant support
- * Curriculum is limited and students need more opportunities to develop independence
- * Teachers need systematic, ongoing professional development and a more collaborative role in the school's growth

Excellence School Detroit 5 Essentials Survey Data -- University of Chicago

In the five areas of the feedback from teachers and students, here were the results:

UYA was rated weak in the areas of effective leadership, ambitious instruction, collaborative teachers and supportive environment. UYA was rated neutral in the area of involved families.

Some anecdotal comments from the 2012-2013 org health survey include:

"I love that everybody in this organization truly believes that every scholar has the potential to go to college!"

"We have too many priorities and it makes it difficult to do anything well."

"The systems, the constant changes, inconsistencies, the lack of action from admin, the lack of feedback from staff to make schoolwide decisions.

" I receive almost no positive feedback apart from "shout-outs".

"The administration has offered little opportunities to grow and get better. Students that are poisonous to the culture, students that physically threaten teachers and students, students that have decided NOT to abide by the handbook, are allowed to stay in our classrooms and school."

Anecdotal comments from 2012-2013 Parent Survey

Academic Support: "My grandson receives special education services. What he has learned at UYA has far outweighed what he learned in public school."

Communication: "There are a few teachers that could work on their interpersonal skills."

Security: "I can appreciate the security of them having to buzz visitors in the building. It would be nice to have a security guard."

Security: "Teachers and administrators make sure children get into their cars and cross the street safely."

Communication: "I absolutely love the (automatic) calls... behavior calls, update calls, distribution notification. Letting us know that we

should have received something. Like this survey I would not have received this if I didn't receive a call."

Communication: I love Powerschool and the school newsletter. The email on the system does not seem to work."

Recommend to families: "Yes, I would recommend UYA to other parents. I feel with UYA being fairly new, there is plenty room for growth."

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.

University YES Academy Middle School, a school that is part of the New Urban Learning network, believes that a school is only as strong as its leader. For this reason, as a part of our transformational design as a Michigan Department of Education priority school we have made modifications to the school's leadership structure to include a supervising principal, Ms. Tori Dugar, Director of Teaching and Learning, Olive Moore, and two administrators focused on teaching and learning who will focus on teacher portfolios of English language arts and social studies as well as math and science aligned to the national Common Core State Standards. This team is well-poised to be a part of the transformation that will support our school rising to become ultimately a reward school.

A New Urban Learning principal must follow a specific leadership framework to ensure that they are capable to meet our audacious college-preparatory mission. These core competencies are the foundation of support for the school including (1) instructional and data leadership; (2) school culture leadership; (3) people leadership; (4) management of the school; and (5) management of self. Using this framework, we are able to capture a principal's readiness and their performance in their job.

First and foremost, instructional leadership is the essential criteria for any leader in the school. They must first be an excellent teacher and have substantial pedagogical experience to promote what is and/or is not happening in the classroom. They must be able to collect, analyze and present data to teachers in a way to drive instruction. Given our school's current academic performance an instructional and data leader is essential to achieving our goals. Second, our principal must understand how to build a culture of achievement so that learning can take place free from distraction with the assurance that classrooms are well-managed throughout the school day. They must be able to provide evaluative feedback on the lesson cycle we've established for all teachers to follow. Third, leading people is also a top priority for our principal. Our principals must be able to first build relationships with our staff, and provide regular observation and feedback to support their growth and development. Inherent in this area is capacity-building and serving as a leader-in-action using a hands-on approach to train and model for others in the school. Fourth, it is also essential that beyond instruction, culture and people that they can manage the day-to-day systems that make the school effective including administrative tasks that can consume their time away from instruction to parent concerns that must be addressed timely. Fifth and finally, our principals must be well-planned and organized so that they can execute their daily tasks as well as deal with emergency issues as they flow throughout their day.

Indicator 1A: Principal Replacement

Ms. Tori Dugar, a 20 year plus education veteran educator, has been named as the supervising principal of UYA, and encompasses these skills, and provides the strong leadership the school needs to be successful as she leads University YES Academy. She is a strong educator, leader and teacher, who is working to train and provide support to improving the quality of middle school instruction, coaching support to teachers, and systems to improve communications and follow-through on daily school operations. UYA was formerly led by Mrs. Charity Davidson, and has been invited to support Ms. Dugar in the area of teaching and learning and is in the process of receiving extensive professional development with the prestigious KIPP School Leadership Program.

Indicator 1B: Build Leadership Capacity

UYA has very ambitious goals and mission, and the only way it will be achieved is by a leader who is hard-working, focused and committed to the goals set by the board, authorizer, and the Michigan Department of Education. To support Ms. Dugar in her role, we have bi-weekly senior leadership dialogues that allow us to confront critical issues facing the school and address them regularly; she is in constant communication with the superintendent and CEO to support her development; she is a graduate of the Fischer Leadership Program with the Knowledge is Power Program (KIPP), and receives training and professional development and advice through established relationships in this nationwide network of leaders working in education reform communities. In addition, Ms. Dugar provides this same support to her team at the middle school to ensure the execution of our mission and goals is met with fidelity.

Finally, our principal, Ms. Dugar is a passionate and driven educator who is committed to ensuring that our scholars achieve our single-most important priority which is delivering high-quality instruction every single day which is our single most important task and BIG idea as a public charter school academy. With very specific goals around our performance on the MEAP and NWEA, Ms. Dugar must galvanize and support the talent in our building to ensure this is happening each and every day. Already she has conducted a needs-assessment to pinpoint specific areas of growth for the school and has deftly begun to build capacity to ensure our mission is accomplished and our goals are met.

Please see attached resume for Supervising Principal, Ms. Tori Dugar attached.

Research for this section includes:

Marshall, Kim, Rethinking Teacher Supervision and Evaluation (2009).

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 and Indicator 2B Leader Evaluation

New Urban Learning values learning and development for all members of our organization including our principals and teachers. We recognize that professional development, feedback, evaluation, recognition compensation and sustainability needs of teachers are all interconnected. However, the cornerstone of achieving high-quality teaching through continuous improvement are embedded in ongoing observation and feedback coupled with opportunities for professional development. At New Urban Learning this takes the form of August teacher pre-service, network-wide professional development day, data days, and weekly school-based professional development. Importantly, each school leader is charged with managing their teacher portfolio and providing consistent cycles of observation and feedback that consists of a fall, mid-year, and end of year one-on-one meeting that is rooted in our evaluation cycle for teachers.

In order to achieve our ambitious goals, New Urban Learning is committed to investing in our most important resource: our talented staff. The teacher and leader evaluation system at New Urban Learning is one tool used to provide consistent, aligned, on-going feedback, and training

throughout the school year. We believe that opportunities to reflect, self-evaluate, receive feedback, and discuss progress towards goals are foundational to the professional growth and development of our staff. Deep engagement in the evaluation process will increase each teacher's effectiveness and their impact on scholar achievement. By setting concrete actionable goals, identifying strengths, and growth areas, all teachers will gain a clearer sense of what is essential for their growth and development. This process is an opportunity for our teachers to step back from your daily responsibilities and formally connect with their coaches and evaluators. Taking the time to reflect about the inputs and outcomes of great teaching and your own growth trajectory is an investment in the capacity to impact our scholars.

As we support our leaders, New Urban Learning has developed a scorecard with the support of our Education Pioneers Data Analyst for the middle school that identified pretty ambitious goals for the school and each grade. Evaluation is necessary to ensure we're hitting our personal benchmarks, however we have systems in place to ensure that we meet our benchmarks for your personal and classroom goals throughout the year. Our coaching and evaluation model is designed to help teachers on two important objectives: impacting scholar achievement, and individual professional development.

We view our evaluation process as an area that is consistently being refined to meet the outcomes we want to see for our scholars. Our evaluation rubric was developed through the support of graduate student from University of Michigan's Ross School of Business who was studying organizational development. In this process our consultant looked at various models of high-performing charter schools including Achievement First, Uncommon Schools, KIPP, and other networks. After review of the rubrics, she led principal and teacher focus groups where she was able to interview and sit one-on-one to learn about our evaluation process - what was going well, what was not working, and what changes we should incorporate in the process. With this feedback she set out to define the rubric, and after various feedback cycles with the superintendent, principals and teachers the rubric was launched this summer. In the final analysis, UYA's Framework for Teacher Excellence is a compilation of the work of Achievement First, Kim Marshall, and the Charlotte Danielson framework. We believe it was designed by teachers, for teachers and to support our teachers in our network.

Similarly, the administrative evaluation for principals was developed using a similar process. Taking the examples and feedback from the teacher evaluation process, our leadership team including principals, director of teaching and learning and superintendent were involved in the development of the principal evaluation tool. Here, principals are evaluated parallel to performance where 40% of the evaluation is based on student growth, and the remaining 60% is divided in categories from instructional leadership, school culture leadership, people leadership, management of the school and management of self.

As a New Urban Learning school and a priority school, we have mandated that 40% of the teacher and principal evaluation is rooted in student growth. To meet these targets, our principals teachers are required to set a goal and vision for their classroom each year because we believe that every excellent teacher makes concrete actionable classroom and professional goals. In this goal-setting process, teachers are required to name three BIG goals for their classroom that is transparent to students. Second, principals will schedule three year-long 1:1 conferences with each teacher to observe and deliver feedback and discuss their progress towards benchmarks established in the schools' scorecard.

We believe that feedback is a two-way street. So, in addition to the feedback cycle directed at teachers, in an effort to drive continuous improvement within our organization we encourage teachers to provide rigorous feedback about what it's like to teach within the organization through an organizational health survey.

Finally, at the end of the evaluation cycle teachers and principals will develop an action plan. You will complete this document with your coach during your reflection conversation to modify existing goals, set new professional goals, and determine action steps to ensure your success on your current classroom and professional goals. Copies of the evaluation rubrics and scorecard are attached for your review.

Research includes the following articles:

<http://www.gatesfoundation.org/media-center/press-releases/2013/01/measures-of-effective-teaching-project-releases-final-research-report>

<http://www.charterschoolcenter.org/newsletter/september-2012-charter-schools-and-teacher-evaluation-trend>

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.

As a New Urban Learning school, University YES Academy believe that all teachers are hired to drive breakthrough student achievement, and that teachers have to meet objective goals and benchmarks that support the growth of each scholar in our school. If these goals and benchmarks are not met, our school is committed to exiting staff members who are not meeting the standards we've set for our school.

As with most school in urban school districts in Michigan, our school is confronted with the challenge of limited resources to achieve our ambitious academic outcomes. In fact, the vast majority of our annual budgets are aligned around hiring top-quality personnel and providing those personnel with the resources and materials to deliver high-quality instruction. With a challenging budget, we have tried to be creative on the use of our funds to support student growth in the school. First and foremost, we hire our teachers who are mission-aligned and belief that our kids have the capacity to get to college if they work hard. This belief is non-negotiable for adults to be successful in our school culture. Beyond the belief in mission, we have introduced creative ways to incentivize teachers to meet our goals around attendance and student achievement. For example, embedded in our budget is a \$1,000 bonus incentive that is geared towards teachers meeting attendance goals throughout the year and principals have discretion to issue these bonuses out to teachers based on their demonstrated performance.

Indicator 3A Reward Process

Given our priority schools status, we believe that we must go above and beyond to create a tiered system of rewards for performance for our classroom teachers in the area of MEAP and NWEA. Our leadership team has met and discussed ways to provide an objective incentive program for teachers within our network. For example, all teachers who meet 40% growth will be recognized, and provided with a salary \$2,000 salary increase above the cost of living adjustment for the following academic year. This incentive is to provide our teachers with recognition for their service as well as meet our retention outcomes to ensure our staff remains consistent year-to-year.

Recognition is also an important factor in job satisfaction, and so we have agreed that teachers meeting our goals will be recognized by the superintendent and board chair with a recognition dinner prepared in their honor at the close of the school year. Finally, teachers who meet the rewards requirements will be eligible to enter into drawings that will be announced during the superintendent's recognition dinner that will make them eligible for rewards based on their tiered performance:

(a) For teachers showing 40% growth they will be eligible for incentives up to the value of \$1,000. Example in this category will be (i) cash; (ii)

funds towards a utility bill of their choice; (iii) shopping spree at a local mall; and (iv) dinner prepared for the teacher and four colleagues at a restaurant.

(b) For teachers showing 50% growth will be eligible for incentives up to the value of \$2,000. Examples in this category include: (i) cash; (ii) domestic airline tickets and travel funding towards a vacation excursion; (iii) new Apple computer.

(c) For teachers showing 60% growth will be eligible for incentives up to the value of \$3,000. Examples in this category include: (i) cash; (ii) international airline tickets and travel funding towards a vacation excursion; (iii) season tickets to a Detroit-based sporting venue.

(d) For teachers showing growth at/above 85% of their scholars they will be eligible for a living stipend towards rent and/or mortgage of up to \$500 per month for a full year.

Based on limited funding and as we introduce priority-school based incentives to staff, we will first ensure these incentives are embedded in our school budget, but if possible we will work diligently to fundraise and seek sponsorships for these incentives for our staff members so that our limited dollars can be used for learning materials and professional development. However, we will ensure that our annual budget reflects specific staff incentives as we drive performance in our network.

The reward process for teachers meeting criteria will be clearly defined for staff in our annual school's family handbook, and provided to all teachers during our August pre-service training. Here, all teachers will receive information on the purpose of the incentives and the incentive process. Our hope will be to provide very clear, well-defined metrics to ensure staff are invested in the school's priority focus on academic achievement.

Recognition and Reward Process:

- Teachers will be recognized three times a year for meeting academic criteria at University YES Academy. Ceremonies one and two will consist of certificates and staff acknowledgement.
- The recognition ceremonies will take place on each of the school's quarterly data day meetings where staff will be acknowledged in full-staff meetings amongst their peers. In addition, staff members will be acknowledged in the monthly organizational newsletter, at the board of directors meeting, and they will be highlighted in the school
- The 1st recognition ceremony will be held in January and will include data including attendance, discipline and mid-year MAP gains.
- The 2nd recognition ceremony will be held in March, and will also include data including attendance, discipline and mid-year MAP gains.
- The 3rd and final recognition ceremony will be held in June, and will highlight progress made over the academic year including attendance, discipline and MAP growth over the course of the academic year. Provided that there is MDE specific assessment criteria this will also be taken into account. This ceremony will highlight staff members meeting and exceeding 40% goal criteria and staff members who worked above and beyond to support student achievement.
- During the 3rd and final recognition ceremony, teachers will be acknowledged for meeting goals, and incentives will be distributed to staff including the announcement of staff bonuses for a job well done.

Here are the criteria for the incentive process:

- All teachers will be eligible to participate in the incentive process provided that they have met objective satisfactory criteria for the academic year (i.e. attendance) and are teachers in good standing (meet criteria highlighted in the school's team and family handbook);
- Principals will meet with teachers 3 times per academic year one-on-one to discuss goals and progress-to-goals. During these meetings the principal will rank-order teachers based on the performance in classrooms;
- At the end of each evaluation period, teachers will be given feedback on their performance on attendance, discipline, and formative assessment performance. During each period, the principal will recognize the teachers who are meeting benchmarks to goals at the quarterly

data day meeting;

- At the end of the academic year, the principal will make a final determination on teacher performance based on growth goals set at the beginning of the year. Those meeting and/or exceeding criteria will be recognized. Those not meeting criteria will be provided with a performance improvement plan. Teachers who are deficient and have not made progress will be non-renewed and not invited to re-join the staff for the following academic year.

Indicator 3B Removal (Non-Renewal) Process

Our non-renewal process is quite clear to all staff members in our organization when they receive their contracts and are onboarded in our network. First and foremost, our teachers work on a one-year contract that is renewed and/or non-renewed based on their evaluation which takes into account student achievement, planning and instructional delivery, culture and professional. Specifically, we have set student achievement at 40%. Earlier in the academic year, principals are asked to complete a talent review meeting for all staff members. This meeting is a temperature check of how staff are adapting to the school year, and if they're instructional delivery is strong without the need for intensive support from coaches and administrators. In the case that a teacher is not meeting basic requirements, our teaching and learning staff will prioritize those staff members for increased support and development by pushing into their classrooms, prescribing techniques and strategies to get them to goal, and holding after-school sessions with them to improve their practice. If the teacher continues to struggle after two to three sessions of intensive support, the teacher may be placed on a performance improvement plan. This plan gives the teacher notice that they are not meeting our organizational benchmarks, and if they continue to struggle in the role they may be removed from their position and/or the organization.

Setting clear standards and raising the bar for instructional excellence across the network is optimally important to our organization. Our #1 priority is to retain talented teachers through recognition and reward as well as reinforce and emphasize the value of excellent academic instruction. Our hiring process which is discussed in transformational area five is designed to capture teachers who have the skill to meet our ambitious goals including receptivity to feedback as an important character trait that is critical in a feedback-driven organization. While we know that some teachers may struggle to meet our benchmarks, we are deeply committed to supporting all of our staff and should we be confronted with someone who does not meet the challenges we are committed to exit them from the organization and replace them with an instructor who will be able to meet our criteria for excellence in the classroom.

It is important to note that our intent with every new employee is to ensure that we have provided top-quality support while they are employed within our organization. We also believe that when it does not work out we need to understand what went wrong, and how do learn from our experiences with each hire. We are committed to ensuring that anytime an employee leaves our organization that we provide an exit interview to learn and examine from the exiting employees' perspective what we did and/or did not do to support them while in our employ. This feedback is helpful to our organization in our planning and as we work to develop our team.

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:

Redesign Plan

University Yes Academy

ELA Goal -- All students with at least one year of experience at UYA will be proficient in reading and writing as measured by state and local assessments.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in grade level reading in English Language Arts by 06/20/2014 as measured by 2014 Spring MAP.

Strategy1:

Parental Involvement - Staff will provide resources to parents to help them support their children's achievement in reading.

Research Cited:

Activity - Parent Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presenters will present a series of workshops for parents on topics including how to: build self-esteem, develop good study habits, develop habits of work that support learning, teach organization and time management, use technology to track children's progress, communicate effectively with teachers and work as an integral part of the learning team.	Other	10/01/2013	06/20/2014	\$0 - No Funding Required	Principal, teachers for recruitment.

Strategy2:

Coaching & Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs & Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Strategy3:

Supplemental support - UYA will provide opportunities for staff to receive additional support in the form of additional staff members responsible for coaching in literacy and available professional development opportunities for our ELA teachers.

Research Cited:

Activity - Literacy Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will hire a dedicated Literacy Coach whose responsibility it will be to provide support to all ELA teachers throughout the school.	Academic Support Program	09/03/2013	06/20/2014	\$55000 - Title I Part A	Principal, literacy coach

Redesign Plan

University Yes Academy

Activity - Opportunities for PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its ELA teachers to take advantage of on and off campus professional development opportunities.	Professional Learning	09/03/2013	06/20/2014	\$3852 - Title II Part A	Principal, ELA teachers

Strategy4:

Reading technology - UYA will invest in, train on, and use integrated reading technology for our ELA & writing teachers to use in their classrooms. They will also instruct students on how to use this technology.

Research Cited:

Activity - Reading programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will use Accelerated Reader, Lexia Learning, and aspects of the "Write Tools" for implementation in the classroom.	Technology	09/03/2013	06/20/2014	\$37000 - Title I Part A	Principal, ELA teachers

Strategy5:

Supplementary Instruction - Teachers and staff will provide supplementary instruction to students in grades 6-8 to fill in gaps.

Research Cited:

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide supplementary instruction during the summer to students who achieved below a "C" average, students who did not meet the proficiency standard for the MEAP test, or students who scored below the 25th percentile on the MAP test.	Other	09/03/2013	06/20/2014	\$30000 - Title I Part A	Summer school coordinator, teachers, principal

Activity - After School Tutoring/Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide supplementary instruction after school and/or on Saturdays to students who are failing or are in danger of failing ELA, students who did not meet the proficiency standard on the MEAP Reading test, or students who score below the 25th percentile on the MAP Reading test.	Other	09/03/2013	06/20/2014	\$10000 - Title I Part A	Principal, teachers, tutors

Strategy6:

Assessment Improvement - UYA will use aligned formative assessments throughout the year to help monitor student progress.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Achievement Net	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will work with Achievement Net to create aligned formative assessments for all students throughout the year. Achievement Net will also come to UYA to provide the school leadership guidance in how to administer and analyze this data.	Academic Support Program	09/03/2013	06/20/2014	\$20000 - Title I Part A	Principal, administrators, teachers

Strategy7:

Increase Allocated Learning Time - UYA will provide structural mechanisms to ensure that students receive additional time on task during the school day.

Research Cited:

Activity - Extended school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA's school day will go from 8:00 - 4:00 pm, allowing more time on task and longer class periods in some of the most needed subjects.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Teachers, administrators

Activity - Ensure Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Because student attendance is a key indicator in student success, UYA will make all efforts to ensure that students arrive at school on-time and that they maintain a punctual schedule throughout the day. Truancies will be monitored and addressed early before they can create academic problems.	Monitor	07/01/2013	06/20/2014	\$0 - No Funding Required	Attendance coordinator

Goal 2:

Math Goal: All students with at least one year of experience at UYA will be proficient in math as measured by state and local assessments.

This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in math in Mathematics by 06/20/2014 as measured by the spring 2014 math MAP..

Strategy1:

Increase Parental Involvement - Staff will provide resources to parents to help them support their children's achievement in math.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Parent Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presenters will present a series of workshops for parents on topics including how to: build self-esteem, develop good study habits, develop habits of work that support learning, teach organization and time management, use technology to track children's progress, communicate effectively with teachers and work as an integral part of the learning team.	Parent Involvement	09/03/2013	06/20/2014	\$1793 - Title I Part A	Principal, Grade level chair teachers

Strategy2:

Supplementary Instruction - Teachers will provide supplementary instruction to students to fill in gaps.

Research Cited:

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide supplementary instruction during the summer to students who achieved worse than a "C" average in math, students who did not meet the proficiency standard for the MEAP Math test, or students who scored below the 25th percentile on the MAP Math test.	Other	07/01/2014	07/31/2014	\$15000 - Title I Part A	Summer school leader, principal

Activity - After School Tutoring/Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide supplementary instruction after school and/or on Saturdays to students who are failing or are in danger of failing math, students who did not meet the proficiency standard on the MEAP Math test, or students who score below the 25th percentile on the MAP Math test.	Other	09/03/2013	06/20/2014	\$10000 - Title I Part A	Principal

Strategy3:

Increase Allocated Learning Time - UYA will provide structural mechanisms to ensure that students receive additional time on task during the school day.

Research Cited:

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will schedule an additional 90 minutes of class time per day, extending the school day until 4:00 p.m. This will allow the school to offer a double block of math classes for all students.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Principal, teaching staff.

Redesign Plan

University Yes Academy

Activity - Ensure Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Because student attendance is a key indicator in student success, UYA will make all efforts to ensure that students arrive at school on-time and that they maintain a punctual schedule throughout the day. Truancies will be monitored and addressed early before they can create academic problems.	Monitor	07/01/2013	06/20/2014	\$0 - No Funding Required	Attendance coordinator, principal, teachers.

Strategy4:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, Content leads

Strategy5:

Technology-based remediation - Classrooms will be equipped with hardware and software to provide targeted remediation within the general classroom. Programs will identify areas of conceptual deficit and deliver developmentally-appropriate content for students. Teachers and administrators will use technology to monitor student growth.

Research Cited:

Activity - Use of technology-based instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to activate prior knowledge and help students develop skills at their own pace, we will introduce students to technology-driven programs that allow them to work at their own pace.	Technology	09/03/2013	06/20/2014	\$7500 - Title I Part A	Principal, technology coordinator

Strategy6:

Improve math instruction - UYA will improve the quality of instruction that our math teachers provide for our students.

Research Cited:

Activity - Math PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its math teachers to participate in on and off campus professional development that will help improve their craft.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Math teachers, math coach

Redesign Plan

University Yes Academy

Activity - Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will hire and utilize a math coach to provide strategic support to all math teachers at UYA.	Other	09/03/2013	06/20/2014	\$33000 - Title I Part A	Math coach, math teachers

Goal 3:

SCIENCE: All students with at least one year of experience at UYA will be proficient in science as measured by state and local assessments. This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in science concept knowledge and processes in Science by 06/20/2014 as measured by Spring 2014 MAP scores.

Strategy1:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Strategy2:

Supplemental support - UYA will provide opportunities for science teachers members to receive support from on campus and off campus initiatives.

Research Cited:

Activity - Science PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its science teachers to participate in on and off campus professional development opportunities.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Science teachers

Strategy3:

Technology-based intervention - Staff will receive training on and use technology to effectively integrate into science classrooms.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will invest in hardware and training for use of mobile carts in science classrooms. These carts will allow for more student interaction with material.	Technology	09/03/2013	06/20/2014	\$15000 - Title I Part A	Science staff

Goal 4:

Social Studies: All students with at least one year of experience at UYA will be proficient in social studies as measured by state and local assessments. This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in social studies ability in Social Studies by 10/31/2013 as measured by 2013 Fall MEAP testing data.

Strategy1:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Strategy2:

Supplemental Support - UYA will provide supplemental support to its social studies teachers so they can receive on and off campus opportunities to improve their teaching.

Research Cited:

Activity - Social Studies PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its social studies teachers to participate in on and off campus professional development opportunities throughout the school year. These PDs will focus on improving social studies instruction.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Social Studies staff, principal

Narrative:

Indicator 4A - Qualities of Professional Learning (PL) Program

The professional development (PD) plan for University YES Academy Middle School targets specific for academic growth as revealed through data analysis of student performance: reading, writing, and math. UYA is committed to providing three types of professional development throughout the school year:

Redesign Plan

University Yes Academy

- On-going Friday PD in which topics are targeted to specific grade levels or content areas (Students dismiss every Friday at 1:30, and PD is conducted from 2:00-4:00.)
- All-day or multiple-day professional development over broader topics of targeted need that support the growth and development of all faculty regardless of grade level or content area
- Professional development targeting specific needs of individuals or small groups that have been determined through classroom observations

Professional development for middle school teachers is primarily focused in the areas of lowest achievement for our students: reading, writing, and math, as evidenced through the MEAP and MAP data. All teachers are expected to implement the strategies taught during their professional development sessions and imbed them into their daily work. Teachers are held accountable for this implementation through regular observations by the Dean of Teaching and Learning, their Principal, and the Director of Teaching and Learning with accompanying feedback and articulation of next-step action items and timelines for completion. Teachers who continue to struggle in particular areas watch modeled lessons by more experienced teachers and members of the Teaching and Learning Team.

Following are the trainings which have been conducted to date to support the growth of our teachers:

Capturing Kids Hearts: Three day training experience that allowed teachers, administrators, and staff to build positive, productive trusting relationships, among themselves and with their students. The training equipped attendees with tools to transform the classroom and prepare the way for high performance. (Capturing Kids Hearts is based on the study and research of Flip Flippen, President of The Flippen Group.)

Dr. Angela Bass: As Vice President of Partners for Developing Futures and former Superintendent for San Diego ISD, Dr. Bass conducted a full-day PD for all members of the New Urban Network in which she discussed issues specific to children of color who live in poverty. She instructed attendees in understanding the foundations of improving the instructional core for UYA's population of scholars. (Research: Richard Elmore, Harvard University, Graduate School of Education)

Write Tools: Teachers participated in a two-day workshop where they were instructed in strategies for the implementation of writing instruction that aligned with CCSS and college and career readiness. Write Tools is based on the 2007 research of Graham & Perin and their report to the Carnegie Corporation in which they outlined the 11 elements of current writing instruction found to be effective for helping underperforming adolescent students learn to write well and use writing as a tool for learning. It is also based on the research and reporting of the National Commission on Writing. Write Tools professional development is continuous throughout the year. In addition, specific days are scheduled where national facilitators of Write Tools observe in classrooms and offer feedback to teachers.

Rap Rhythm & Rhyme: Teachers participated in an interactive writing day with all middle school students facilitated by Mr. Erik Cork, a nationally recognized writing consultant. Teachers watched Mr. Cork demonstrate quality writing instruction to the students, instruction that addressed the different learning modalities as outlined from the research of NAEYC and the IRA. Teachers participated in a follow-up session with Mr. Cork where they discussed the steps he had taken with the scholars in the workshop and how they were going to implement the strategies in their classrooms. Continued modeling and demonstration have been provided to teachers and students by Tori Dugar, Supervising Principal of UYA middle school, including a Saturday Writing Workshop for seventh graders.

A full-day Network PD is scheduled for November 5 when students do not come to school, and teachers increase their knowledge and skill. A variety of topics will be presented in order to address the needs of specific content areas. The following trainings will be included:

- AIMS Education Foundation--Math, Science, and the Common Core. Middle School Math and science teachers will participate in a session targeted on algebra and algebraic thinking and will be aligned with the CCSS.
- Write Tools - Follow-up training for ELA and SS teachers. November 5 will be the second day of a three day training for teachers.

November 4 will focus on Research for high school teachers. On November 5 the facilitators will focus on opinion and argumentation. On November 6, Write Tools facilitators will be conducting classroom observation/feedback and modeling lessons for teachers.

Future professional learning for teachers will focus on

- Formative assessments - how to create them and use the data from them to drive targeted, differentiated instruction. Presenter: Ellen Vorenkamp with Wayne RESA
- Continued work with Write Tools as outlined above
- Instruction by Texas Instruments in effective utilization of the tools embodied in the graphing calculators
- Book studies/article studies from resources such as ASCD's Educational Leader, Teaching with Poverty in Mind by Eric Jensen, Driven by Data by Paul Bambrick-Santoyo, Teach Like a Champion by Doug Lemov, Reading for Understanding by Schoenbach, Greenleaf, and Murphy, Putting Faces on the Data by Sharratt and Fullan, and others as deemed relevant to help teachers close the achievement gap
- Understanding the MAP Assessment, and driving student performance. Presenter: Lissa Brunan, Assessment Associate, Grand Valley State University

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.

New Urban Learning has designated three organizational priorities that we pursue in all areas of our work and focus. One of these priorities is "talent", ensuring that everyone in our organization is dedicated to the belief that we cannot accomplish ANY of our goals without the right people at the helm. Thus, there are two people that have been hired in the last 8 months that are primarily responsible for the priorities of recruitment, onboarding, and retention including a Manager of Special Projects whose primary responsibility is recruitment and retention, and the Managing Director of Operations who focuses on onboarding. This section of the priority plan will be broken into three sections: recruitment/assignment, onboarding, and retention; it is as heavily weighted towards onboarding and retention as recruitment because post-hire activities have been shown to ensure hiring success even more than selection methods (Corporate Executive Board, 2003). According to research, more than 50% of teachers leave the profession within their first five years of teaching, and this percentage is even higher in urban schools that have student populations with low socio-economic status (Hewitt, 2010). Because it is critical that Scholars have access to teachers with experience and proven track records, New Urban Learning is dedicated to facing the challenges associated with recruiting, onboarding, and retaining the best teachers, and is devoted to building upon already successful methods and developing new programming as well.

Indicator 5A: Recruitment & Assignment - The district has a process for: recruiting teachers to this school based on student needs / assigning teachers to this school based on student needs.

We believe that this priority is as much about developing a pipeline as identifying teachers that are already in a job search. Because Detroit suffers from not having enough qualified teachers to meet the need, we are employing methods that will help us to develop our own candidates. We are also cognizant of efforts to find teachers who may be very effective and qualified, but who are looking to join a school with a mission more aligned to their own. The specific methods targeting these priorities are as follows:

Collaboration with Data Analyst: It is critical that any assignment of teachers (new or within the network) is done so with full knowledge of the

extent of student needs. Thus, the Manager of Special Projects meets regularly with our Data Analyst (a former teacher herself) to better understand our Scholars' gaps. Without knowing which of our teachers are helping the Scholars to achieve goals, our efforts are futile.

Collaboration with Principals and Teaching & Learning Staff: This year, the Manager of Special Projects is involved in the October/November Talent Review Process, as well as a similar process in February, 2014. This ensures that the Manager of Special Projects is familiar with any challenges teachers experience, is aware of trends, and knows each teacher's goals for the future which will play into assignments for the next school year and targeted efforts for PD and coaching throughout the year.

Organizational Health Survey: Each year, New Urban Learning administers an Organizational Health Survey in November. This year, there will be an increased emphasis on teachers' goals for the future, ideas they may have about leadership opportunities, and areas where they feel they could use support. These survey results will be shared with all stakeholders in service of teacher and leadership development. It will also allow us to develop programming that ensures that our teachers are exposed to leadership opportunities and other opportunities for growth within the organization.

Partnership with Teach for America: Teach for America (TFA) continues to be a valued partner of New Urban Learning. Because of the significant number of TFA Corps Members and TFA Alumni working in our classrooms, we have taken several measures to deepen our relationship with TFA. One example is the increased presence of Managers of Teacher Leadership and Development (MTLD) in our schools; with the guidance of our Supervising Principal, one MTLD even attends our weekly PD sessions with the elementary school for her own development and frequently delivers presentations in her area of expertise. This is just one example of efforts to deepen our relationship with TFA beyond just an increased number of Corps Members in our schools. We know that these mutually beneficial methods will result in New Urban Learning continuing to be able to take advantage of this valued resource in Detroit.

Partnership with University Teaching Programs in Michigan: In addition to the talents and perspective brought by TFA Corps Members, New Urban Learning values the experience gained in university teacher preparation programs. Thus, our Manager of Special Projects has done outreach work with the University of Michigan, University of Detroit Mercy, Eastern Michigan University, and Wayne State University. This work is two-fold: 1. To make current students aware of our Academies and invite them to recruitment activities, 2. To begin the process of becoming a site for Student-Teachers to complete their practicum work. These types of partnerships will allow us to cultivate relationships with new teachers and build our pipeline.

Web Recruitment: We will continue to post positions with high-traffic Recruitment Sites such as AppliTrack and Teacher-Teacher. The Manager of Special Projects is also exploring posting positions with additional partners such as MAPSA and Idealist.com for example.

Activities: The Manager of Special Projects is currently planning a number of events-based activities to increase brand-awareness and involvement of teacher candidates. These include invitations to our PD activities (for example, we are inviting candidates to participate in our full-day PD on November 5th), themed happy hours with discussion about education reform and professionalization of teachers, and "Spend A Day at UYA" (teacher and staff candidates can come and observe a day at UYA - they will be paired with a current teacher and spend the day in observation).

Interview Days: New Urban Learning will continue to conduct Interview Days beginning in March, 2014. See attached documents for a full project plan of these days, but to highlight one feature here, one component of the interview day will be the "Core Beliefs" exercise. Based on data gleaned from a report written about teacher retention (Cooper, 2010), one very successful high school with a 10+ year study of teacher recruitment and retention efforts found that a candidate's alignment on core beliefs consistent with those of the school proved to be the most consistent predictor of success or failure. For example, teachers at the high school studied who thought their primary responsibilities were to focus on content and assignments whereas the school's focus was on tenacity with reluctant learners and consistent meetings with

colleagues to improve instruction were largely unsuccessful and often did not stay at the school for long. Because mission alignment is especially critical at a charter school and with such a high population of "at risk students", we will integrate a "Core Beliefs Exercise" into the Interview Day to glean from the beginning whether the candidate is a "fit" on mission and vision. Interview Days will also include interviews, teaching sample lessons, preparation of lesson plans, and data exercises.

Transparency: Research shows that companies who were not transparent about the specific expectations, challenges, and evaluation processes had increased numbers of employees who were not successful and this correlated with employees leaving the company after a short time. This was especially prevalent when the employee had specific expectations that did not match those of the company for which they worked (Corporate Executive Board, 2003). Thus, New Urban Learning endeavors to be extremely transparent (at all stages) about the expectations for, and qualities of, a successful teacher at one of our schools, as well as trends about challenges (content-specific, behavior, management, etc.). Thus, throughout all of our recruitment and assignment events and efforts, we will continue to be transparent about the challenges so that new teachers to the organization are aware of, and prepared for, the reality they will be faced with.

Indicator: Onboarding

As mentioned previously, onboarding is a critical part of meeting goals related to teacher recruitment, assignment, and retention. Although much of the research available on onboarding practices applies to the corporate world and not to education or helping professions in general, it is very clear in the research that there is much that can be extrapolated and learned from the experiences and mistakes of other organizations. Because New Urban Learning is especially well-positioned to create a leading onboarding program (due to the designation of two staff members to these efforts), we are committed to ensuring that anyone hired to work at New Urban Learning or the University YES Academy schools will complete an onboarding process that takes them from candidate to fully-invested employee!

There are some recommendations and best-practices suggested by research that are fundamental to the work we will do in onboarding employees. For example, one article suggests that onboarding be viewed as a 1-year process in which any initiatives target the predictable emotions and expectations of the new-hire (Corporate Executive Board, 2003). With this framework, candidates are considered "new" until the completion of the first year, and all events, interactions, and professional development opportunities are considered relevant for creating a strong foundation for years of service. Additionally, in its survey, the Corporate Executive Board (2006) identifies the "ten hallmarks of effective new hire onboarding" including: "describe[ing] the organization's vision and strategy, teach new hire about the group or division, clarify job responsibilities, explain performance objectives, identify relevant development opportunities, define quality work, provide non-computer training, offer strong support from co-workers, stress openness and empathy, and deliver an early verbal review." We currently have a strong program in place to deal with the enrollment in benefits and other logistical aspects of onboarding, but here are a few highlights of the onboarding process to be put into place for the next school year which, when combined, accomplish all of the aims suggested above:

Employee Surveys (New Hire and Returning Staff Versions): In conjunction with our Organizational Health Survey, we will be creating and distributing surveys which ask specific questions about the hiring and retention practices the teacher experienced when coming to work at UYA. This will help us to understand the successes and challenges of our program, and will allow us to ask for feedback that could improve our program.

Employee Onboarding Passport: Because our start to finish process requires interaction with more than one UYA Staff Member, we will be implementing an "Onboarding Passport" in which the onboarding activities are clearly listed in order, with relevant contact information, and a space for signature. This ensures that our New Hires can clearly see the various aspects of onboarding and know who to approach with questions on each item.

New Employee Mentor: Upon arrival on the teacher's first day of onboarding, he or she will be assigned a mentor within their school and content area. This mentor will partner with the new teacher through professional development, onboarding, and the first year of school, and will answer any and all questions. This person is not an instructional coach, but rather acts as a guide to the new teacher.

New Teacher Day: Another hallmark of a good onboarding program is programming that makes the new hire feel special and that which decreases the time between which the new hire is hired and their start date (Corporate Executive Board, 2006). Thus, our new teachers will participate in a "New Teacher Day" roughly three weeks after they are hired in the summer. This day will be facilitated by our Principals and Director and Deans of Teaching and Learning, who will deliver some development specific to the new hire's content area and grade-level. The day will also include time with our CEO & Superintendent who will do presentations on the history of the organization and introduce the new hire to our vision and make them aware of strategic planning for the future. Additionally, during this time, the teacher will receive their laptop, email address, phone, and phone number so that they immediately feel a part of the team, and also have tools at their disposal to begin working on lesson plans, and outreach to families and other colleagues. This day will conclude with selected returning teachers coming to do a "first day of school" exercise in which the new hire plans out their lessons for the first day of school which will be consistent with our Capturing Kids Hearts training. This will give the new hire a specific project to work on during the weeks between when they are hired and when they show up in August for PD. If a new hire is recruited from another state and cannot complete a New Hire Day, the agenda items will be broken down and delivered through video conferencing.

New Teacher Lunch With CEO: Finally, the Corporate Executive Board (2003) recommends that every new hire should meet, and have lunch with, the CEO within 30 days of starting at the company. This helps the new hire to feel valued and provides the CEO an opportunity to hear feedback from new hires.

Indicator 5B: Retention - The district has a strategy for retaining teachers at this school that includes incentives

A program which has targeted and successful recruitment and onboarding strategies has already started a retention program. In addition to the good practices put into place from the first interaction with the candidate, we have a number of strategies in place to keep our teachers.

Principal as "teacher-retention leader": Research suggests that Principals must be thought of as the primary leader in teacher-retention (Hewitt, 2010). This means that the Principal must be involved with the new teacher before school begins and must be the primary mentor for the first three years. As mentioned in our "Interview Day" and "New Hire Day" sections, the Principal is highly involved with the candidate from the outset. When looking at other portions of this plan related to professional development and teacher evaluation, you will note that we already have employed good strategies to ensure that Principals act in a coaching capacity to our new staff. Whereas the assigned mentor acts as a "guide", the Principal (in conjunction with the Director and Deans of Teaching and Learning) are able to provide coaching and support to every teacher to ensure their success and growth.

Incentives - Financial: New Urban Learning has put into place an end-of-year financial bonus for any teacher who has shown success. The qualifications are intentionally broad so that any teacher showing extraordinary effort can be rewarded for these efforts.

Incentives - Recognition: We have a number of ways of recognizing our employees for their good work. The most visible recognition one may receive is in our monthly staff newsletter in which we include a "Teacher Feature" which highlights a teacher who is doing particularly good work around school culture and relationship-building.

Incentives - Events: New Urban Learning hosts a number of fun events throughout the year to show our gratitude to staff as well. This school year alone we will host 4 different Happy Hour Events and a number of dinners.

Professional Development: Our report speaks much more about professional development in other sections, but suffice to say, we invest heavily (both financially and with time) in professional development. Our teachers hear from internal and external experts about content, culture, management, and much more. One area where we have received much positive anecdotal feedback is related to our increased hours spent in PD this year.

Collaboration: Our teachers are presented with codified plans from Principals and Deans of Teaching and Learning around grade-level and content-area planning time throughout the week and year. This is spoken about in other sections, but again, there has been positive verbal

feedback about the increased hours spent in collaboration. Now that we have grown from a K-9 district, we expect teachers to align curriculum across more than just the middle school years.

Leadership Opportunities: New Urban Learning and University YES Academy is proud to have a number of leadership opportunities available to teachers. These include:

- Content Leads: Each content area within each school has a "lead" who is someone with a track record of success in that content area. This position is a jumping off point for someone who eventually wants to become one of our Instructional Coaches (5-8 years of experience required) or a Dean of Teaching and Learning (8-10 years of experience required). In the past, one of our content leads was able to write social studies curriculum maps, participate in teacher observations, lead content meetings, and lead aspects of our Data Days*
- Grade Level Chairs: This teacher is selected based on a track record of success with culture and management. The person selected for this role might eventually think about becoming a Dean of Students*
- Teacher-Led Committees: Last year, University YES Academy Middle School introduced teacher-led committees which will be continued this year. Teachers were asked to form committees based on their own area of interest, and the formed committee designations included: Parent Engagement, Teacher Development, School Culture, Community Engagement, and Staff Culture. These committees worked together over several months to conduct needs assessments and make recommendations. Some of these recommendations were implemented at the start of this year, and we are looking forward to these committees reforming in January.

*Content leads and Grade Level Chairs do receive a financial reward for the time they spend planning.

Research includes the following articles:

Cooper, L. (2010, October 28). Hiring and Keeping the "Best" Teachers. ASCD Express, 6 (2).

Hewitt, Paul. (2010, October 28). Retaining New Teachers: Supportive Principals Needed. ASCD Express, 6 (2).

"Implementing and Managing Onboarding Programs: Learning and Development Roundtable and Recruiting Roundtable", Research paper published by the Corporate Executive Board (2006).

"Overcoming New Hire Derailers", Research paper published by the Corporate Executive Board (2003).

"Talent Acquisition, Sourcing, and Recruiting Peer Group: Developing an Effective Employee Onboarding Program", Research paper published by the Corporate Executive Board (2006).

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:

ELA Goal -- All students with at least one year of experience at UYA will be proficient in reading and writing as measured by state and local assessments.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in grade level reading in English Language Arts by 06/20/2014 as measured by 2014 Spring MAP.

Strategy1:

Supplementary Instruction - Teachers and staff will provide supplementary instruction to students in grades 6-8 to fill in gaps.

Research Cited:

Activity - After School Tutoring/Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide supplementary instruction after school and/or on Saturdays to students who are failing or are in danger of failing ELA, students who did not meet the proficiency standard on the MEAP Reading test, or students who score below the 25th percentile on the MAP Reading test.	Other	09/03/2013	06/20/2014	\$10000 - Title I Part A	Principal, teachers, tutors

Redesign Plan

University Yes Academy

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide supplementary instruction during the summer to students who achieved below a "C" average, students who did not meet the proficiency standard for the MEAP test, or students who scored below the 25th percentile on the MAP test.	Other	09/03/2013	06/20/2014	\$30000 - Title I Part A	Summer school coordinator, teachers, principal

Strategy2:

Coaching & Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs & Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Strategy3:

Supplemental support - UYA will provide opportunities for staff to receive additional support in the form of additional staff members responsible for coaching in literacy and available professional development opportunities for our ELA teachers.

Research Cited:

Activity - Literacy Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will hire a dedicated Literacy Coach whose responsibility it will be to provide support to all ELA teachers throughout the school.	Academic Support Program	09/03/2013	06/20/2014	\$55000 - Title I Part A	Principal, literacy coach

Activity - Opportunities for PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its ELA teachers to take advantage of on and off campus professional development opportunities.	Professional Learning	09/03/2013	06/20/2014	\$3852 - Title II Part A	Principal, ELA teachers

Strategy4:

Parental Involvement - Staff will provide resources to parents to help them support their children's achievement in reading.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Parent Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presenters will present a series of workshops for parents on topics including how to: build self-esteem, develop good study habits, develop habits of work that support learning, teach organization and time management, use technology to track children's progress, communicate effectively with teachers and work as an integral part of the learning team.	Other	10/01/2013	06/20/2014	\$0 - No Funding Required	Principal, teachers for recruitment.

Strategy5:

Reading technology - UYA will invest in, train on, and use integrated reading technology for our ELA & writing teachers to use in their classrooms. They will also instruct students on how to use this technology.

Research Cited:

Activity - Reading programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will use Accelerated Reader, Lexia Learning, and aspects of the "Write Tools" for implementation in the classroom.	Technology	09/03/2013	06/20/2014	\$37000 - Title I Part A	Principal, ELA teachers

Strategy6:

Increase Allocated Learning Time - UYA will provide structural mechanisms to ensure that students receive additional time on task during the school day.

Research Cited:

Activity - Extended school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA's school day will go from 8:00 - 4:00 pm, allowing more time on task and longer class periods in some of the most needed subjects.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Teachers, administrators

Activity - Ensure Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Because student attendance is a key indicator in student success, UYA will make all efforts to ensure that students arrive at school on-time and that they maintain a punctual schedule throughout the day. Truancies will be monitored and addressed early before they can create academic problems.	Monitor	07/01/2013	06/20/2014	\$0 - No Funding Required	Attendance coordinator

Strategy7:

Assessment Improvement - UYA will use aligned formative assessments throughout the year to help monitor student progress.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Achievement Net	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will work with Achievement Net to create aligned formative assessments for all students throughout the year. Achievement Net will also come to UYA to provide the school leadership guidance in how to administer and analyze this data.	Academic Support Program	09/03/2013	06/20/2014	\$20000 - Title I Part A	Principal, administrators, teachers

Goal 2:

Math Goal: All students with at least one year of experience at UYA will be proficient in math as measured by state and local assessments.

This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in math in Mathematics by 06/20/2014 as measured by the spring 2014 math MAP..

Strategy1:

Technology-based remediation - Classrooms will be equipped with hardware and software to provide targeted remediation within the general classroom. Programs will identify areas of conceptual deficit and deliver developmentally-appropriate content for students. Teachers and administrators will use technology to monitor student growth.

Research Cited:

Activity - Use of technology-based instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to activate prior knowledge and help students develop skills at their own pace, we will introduce students to technology-driven programs that allow them to work at their own pace.	Technology	09/03/2013	06/20/2014	\$7500 - Title I Part A	Principal, technology coordinator

Strategy2:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, Content leads

Strategy3:

Increase Parental Involvement - Staff will provide resources to parents to help them support their children's achievement in math.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Parent Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presenters will present a series of workshops for parents on topics including how to: build self-esteem, develop good study habits, develop habits of work that support learning, teach organization and time management, use technology to track children's progress, communicate effectively with teachers and work as an integral part of the learning team.	Parent Involvement	09/03/2013	06/20/2014	\$1793 - Title I Part A	Principal, Grade level chair teachers

Strategy4:

Improve math instruction - UYA will improve the quality of instruction that our math teachers provide for our students.

Research Cited:

Activity - Math PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its math teachers to participate in on and off campus professional development that will help improve their craft.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Math teachers, math coach

Activity - Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will hire and utilize a math coach to provide strategic support to all math teachers at UYA.	Other	09/03/2013	06/20/2014	\$33000 - Title I Part A	Math coach, math teachers

Strategy5:

Increase Allocated Learning Time - UYA will provide structural mechanisms to ensure that students receive additional time on task during the school day.

Research Cited:

Activity - Ensure Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Because student attendance is a key indicator in student success, UYA will make all efforts to ensure that students arrive at school on-time and that they maintain a punctual schedule throughout the day. Truancies will be monitored and addressed early before they can create academic problems.	Monitor	07/01/2013	06/20/2014	\$0 - No Funding Required	Attendance coordinator, principal, teachers.

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will schedule an additional 90 minutes of class time per day, extending the school day until 4:00 p.m. This will allow the school to offer a double block of math classes for all students.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Principal, teaching staff.

Strategy6:

Redesign Plan

University Yes Academy

Supplementary Instruction - Teachers will provide supplementary instruction to students to fill in gaps.

Research Cited:

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide supplementary instruction during the summer to students who achieved worse than a "C" average in math, students who did not meet the proficiency standard for the MEAP Math test, or students who scored below the 25th percentile on the MAP Math test.	Other	07/01/2014	07/31/2014	\$15000 - Title I Part A	Summer school leader, principal

Activity - After School Tutoring/Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide supplementary instruction after school and/or on Saturdays to students who are failing or are in danger of failing math, students who did not meet the proficiency standard on the MEAP Math test, or students who score below the 25th percentile on the MAP Math test.	Other	09/03/2013	06/20/2014	\$10000 - Title I Part A	Principal

Goal 3:

SCIENCE: All students with at least one year of experience at UYA will be proficient in science as measured by state and local assessments.

This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in science concept knowledge and processes in Science by 06/20/2014 as measured by Spring 2014 MAP scores.

Strategy1:

Supplemental support - UYA will provide opportunities for science teachers members to receive support from on campus and off campus initiatives.

Research Cited:

Activity - Science PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its science teachers to participate in on and off campus professional development opportunities.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Science teachers

Strategy2:

Technology-based intervention - Staff will receive training on and use technology to effectively integrate into science classrooms.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will invest in hardware and training for use of mobile carts in science classrooms. These carts will allow for more student interaction with material.	Technology	09/03/2013	06/20/2014	\$15000 - Title I Part A	Science staff

Strategy3:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Goal 4:

Social Studies: All students with at least one year of experience at UYA will be proficient in social studies as measured by state and local assessments. This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in social studies ability in Social Studies by 10/31/2013 as measured by 2013 Fall MEAP testing data.

Strategy1:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Strategy2:

Supplemental Support - UYA will provide supplemental support to its social studies teachers so they can receive on and off campus opportunities to improve their teaching.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Social Studies PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its social studies teachers to participate in on and off campus professional development opportunities throughout the school year. These PDs will focus on improving social studies instruction.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Social Studies staff, principal

Narrative:

Administrators and teacher leaders at University YES Academy selected an instructional program that was deemed to best support student achievement in those areas identified as low performing based on MEAP and MAP data. Consequently, the areas of reading, writing, and math have been specifically targeted. Data from MIschooldata.org reflected the reasons for the priority ranking of UYA middle school and the curriculum resources were selected based on the students' low achievement in these three content areas. Because the data revealed these to be the lowest areas of success for our scholars, the UYA team determined that the selected resources are well suited to credibly raise student achievement -- accompanied by the on-going professional learning described in Requirement #4.

Here is a sample of some of our most recent data:

MEAP

ELA

6th - 36%

7th - 33%

8th - 42%

MATH

6th - 8%

7th - 8%

8th - 9%

MAP - 2013 Fall Baseline Assessment

Reading RIT

6th -- 196

7th -- 200

8th -- 207

Language Usage RIT

6th -- 197

7th -- 203

8th -- 208

Math RIT

6th -- 199

Redesign Plan

University Yes Academy

7th -- 203

8th -- 210

MAP - 2014 End of Year Spring Goals

Reading RIT

6th -- 216

7th -- 219

8th -- 219

Language Usage RIT

6th -- 216

7th -- 218

8th -- 218

Math RIT

6th -- 225

7th -- 230

8th -- 230

NOTE: In 2012, UYA was ranked 19 of 130 Detroit school for growth on the MAP assessment. In fact, UYA's growth was higher than the national average in all subject areas.

The timeline for measuring growth will be primarily the administration of the MAP test in the fall, winter, and spring cycles. Data from these administrations, along with daily checks for understanding, unit assessments, and interim assessments will help us regularly review student progress and design or re-design experiences that will help students succeed. Classroom teachers, interventionists, the Dean of Teaching and Learning, the UYA Middle School Principal, and Director of Teaching and Learning for New Urban Learning have committed to providing and overseeing the successful implementation of the curriculum so that scholars will grow in their mastery of the Common Core State Standards and college and career readiness standards. The resources that were selected align with these standards. Curriculum resources align from grade-to-grade and provide a continuum of learning that will allow students to increase their achievement at a steady pace.

Indicator 6B: Qualities of the Instructional Program

The pillars of the UYA program, modeled after some of the strong qualities at other New Urban Learning schools and high-quality, high-performing charter schools nationally include:

- More Time on Task - The UYA school day will run from 7:45 am - 4:00 p.m. with tutoring and enrichment activities available after school and on Saturdays, as well as an average of 1-2 hours of homework per night.

- Character Education - At UYA, all students and faculty will live by our organizational core values: leadership, social responsibility, grit, integrity, enthusiasm, kindness, and team.

- College (and Career-Ready) Focus - All UYA students will be continuously exposed to college and career opportunities. UYA graduates will

have the academic tools and strong character necessary to enter and succeed in college. In UYA's achievement-oriented culture, it will be cool do to well in school.

- Rigorous, Standards-Based Curriculum - UYA students will be required to demonstrate mastery of core skills and knowledge drawn directly from Michigan Learning Standards and Common Core State Standards. All students will be given the high expectations and strong support systems they need to learn--we will accept no excuses.

- Powerful Use of Ongoing Assessments - Continuous evaluation of student academic performance will include the Measures of Academic Performance (MAP) assessment as well as internal interim assessments every six weeks. The results of these assessments will be used to inform instruction and target students for additional support.

- Excellent Teaching - UYA will recruit a talented faculty from across the country to ensure that our students are taught by knowledgeable, caring, and dedicated professionals. UYA teachers will continue building their skills during annual professional development days and weekly 2-hour Friday professional development sessions. Our teachers will benefit from New Urban Learning-wide professional development seminars each year.

- Parents as Partners - UYA will form a three-way partnership--students, teachers, parents--that will work as a team to achieve academic breakthroughs and ensure that no student falls through the cracks.

The resources that are being utilized in the targeted content areas, along with the research citation(s) that support their usage are as follows:

- Reading: Students are directed by their teachers to use reading, writing, speaking, listening, and collaborative strategies purposefully to build knowledge and skills and to help scholars become independent readers, writers, and thinkers. To that end, scholars will engage in novel studies of a minimum of eight novels in each grade level as part of their ELA instruction. In addition, they are also expected to read independently at home for at least 30 minutes each day. (Research base - International Reading Association position papers on reading.)

- Writing: Teachers utilize The Write Tools Curriculum (based on the 2007 research of Graham & Perin, as well as the National Commission on Writing) to give students direct instruction in writing in all content areas and for all purposes. Instructional topics addressed in The Write Tools include, but are not limited to, research, expression of opinion and argumentation, expository writing, and narrative.

- Math: Based on the motivational and instructional research of Dr. Steve Ritter, the Carnegie Math Learning Series is aligned to CCSS and utilizes strategies that keep students actively engaged in their own learning. Lessons are spiraled in order to allow students to make connections from concept to concept and develop a deep understanding of number.

- Science and Social Studies: Science and Social Studies are addressed in two ways: 1) through the adoption of research-based curriculum resources (STEM-Scopes for Science; Race to the Future for grades 6 and 7 and History Alive for 8th grade Social Studies,) and 2) in their alignment with CCSS ELA and Reading standards in these content areas. Determination of priority CCSS ELA/Reading standards that can be integrated into social studies and science is made based on the analysis of the Achievement Net (ANET) interim assessment data. In addition, our science teachers also look at the ANet interim data for math and determine which math standards are critical to the students' understanding of specific science concepts. Finally, our participation in special programs such as FIRST in Michigan Robotics is allowing our students to utilize their math and science skills in a hands-on, real world setting.

- Timeline: Beginning in 2013-2014, and for every year following, four data days have been (and will be for subsequently years) built into the academic calendar which will allow teachers to track closely the progress their students are making and make necessary adjustments in the instruction. Interim assessments (IA) provided by Achievement Net have been aligned to the CCSS for Reading/ ELA and Math (our areas of focus) and are meshed with pacing guides for these subjects. A detailed calendar (attached) that outlines the process for teachers for the first quarterly IA is attached. Within a week following each data day, the Director of Teaching and Learning will develop the process calendar for the next data day. Based on the work of Paul Bambrick-Santoyo outlined in *Driven by Data*, teachers will be trained with regard to the execution of high level analysis at four specific levels (item analysis, standard analysis, individual student performance analysis, and whole class performance analysis.) The Principal and Dean of Instruction will be responsible for training and supporting the teachers in the process with support from the New Urban Learning Director of Teaching and Learning. Once specific re-teach areas are identified, classroom teachers and interventionists will create reteach plans and re-assessments that will be executed in the classroom, in small group intervention, and in after school tutorials to determine what progress has been made.

Teachers will utilize leveled books, Fountas and Pinnell, novel studies, The Write Tools, and the Scholastic On the Record program to support growth in reading and ELA. In addition, resources from Achievement Net, Engage NY, and Achieve the Core will supplement the above mentioned resources to allow teachers to tap into other options available from grade levels above or below their students' levels in order to address their individual needs.

Similarly, math teachers will be using resources from Carnegie Math, Singapore Math, Achievement Net, Engage NY, and Achieve the Core to supplement their basic curriculum resources.

In addition, as specific instructional needs are identified, professional development will be provided to support teachers' abilities to provide quality lessons. For example, the AIMS Education Foundation is supporting math development this year. We are looking to other research-based programs, such as Thinking Maps, for subsequent years.

Finally, beginning in May and in the spring of the following years, currently adopted curriculum resources will be re-evaluated to determine their efficacy in providing an appropriate framework for teachers to use to guide their instruction. Resource evaluations will be conducted through the lens of constantly developing the most thorough and rigorous instructional program possible to support student academic growth and success.

- Vertical Alignment: Based on the CCSS Vertical Alignment document and accompanied by the MAP and Interim Assessment data analyses, the Principal, Dean of Instruction and teachers will be looking both forward and backward to determine where scaffolding should occur to close gaps in student understanding. Beginning in 2014 and continuing through 2016, the Dean of Instruction, supported by the New Urban Learning Director of Teaching and Learning will create a resource document for teachers that will help them find the necessary tools to reteach skills to low performing students and increase the level of rigor for those who are on or above grade level in all grades. Monthly content meetings between grade levels are currently being held. There are three specific goals for these meetings:

- 1) To give teachers the time and space necessary to look at what standards students should have mastered prior to entering their current grade level
- 2) To help teachers understand what standards their students need to master in order to better prepare them for the subsequent grade level
- 3) To allow teachers to share strategies from one grade level to the next that will help close the gap for struggling students and move more advanced students to the next level

Indicator 6B: Qualities of the Instructional Program

Redesign Plan

University Yes Academy

The pillars of the UYA program, modeled after some of the strong qualities at other New Urban Learning schools and high-quality, high-performing charter schools nationally include:

- More Time on Task - The UYA school day will run from 7:45 am - 4:00 p.m. with tutoring and enrichment activities available after school and on Saturdays, as well as an average of 1-2 hours of homework per night.

- Character Education - At UYA, all students and faculty will live by our organizational core values: leadership, social responsibility, grit, integrity, enthusiasm, kindness, and team.

- College (and Career-Ready) Focus - All UYA students will be continuously exposed to college and career opportunities. UYA graduates will have the academic tools and strong character necessary to enter and succeed in college. In UYA's achievement-oriented culture, it will be cool to do well in school.

- Rigorous, Standards-Based Curriculum - UYA students will be required to demonstrate mastery of core skills and knowledge drawn directly from Michigan Learning Standards and Common Core State Standards. All students will be given the high expectations and strong support systems they need to learn--we will accept no excuses.

- Powerful Use of Ongoing Assessments - Continuous evaluation of student academic performance will include the Measures of Academic Performance (MAP) assessment as well as internal interim assessments every six weeks. The results of these assessments will be used to inform instruction and target students for additional support.

- Excellent Teaching - UYA will recruit a talented faculty from across the country to ensure that our students are taught by knowledgeable, caring, and dedicated professionals. UYA teachers will continue building their skills during annual professional development days and weekly 2-hour Friday professional development sessions. Our teachers will benefit from New Urban Learning-wide professional development seminars each year.

- Parents as Partners - UYA will form a three-way partnership--students, teachers, parents--that will work as a team to achieve academic breakthroughs and ensure that no student falls through the cracks.

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:

ELA Goal -- All students with at least one year of experience at UYA will be proficient in reading and writing as measured by state and local assessments.

Measurable Objective 1:

Redesign Plan

University Yes Academy

50% of All Students will demonstrate a proficiency in grade level reading in English Language Arts by 06/20/2014 as measured by 2014 Spring MAP.

Strategy1:

Coaching & Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs & Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Strategy2:

Assessment Improvement - UYA will use aligned formative assessments throughout the year to help monitor student progress.

Research Cited:

Activity - Achievement Net	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will work with Achievement Net to create aligned formative assessments for all students throughout the year. Achievement Net will also come to UYA to provide the school leadership guidance in how to administer and analyze this data.	Academic Support Program	09/03/2013	06/20/2014	\$20000 - Title I Part A	Principal, administrators, teachers

Strategy3:

Supplementary Instruction - Teachers and staff will provide supplementary instruction to students in grades 6-8 to fill in gaps.

Research Cited:

Activity - After School Tutoring/Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide supplementary instruction after school and/or on Saturdays to students who are failing or are in danger of failing ELA, students who did not meet the proficiency standard on the MEAP Reading test, or students who score below the 25th percentile on the MAP Reading test.	Other	09/03/2013	06/20/2014	\$10000 - Title I Part A	Principal, teachers, tutors

Redesign Plan

University Yes Academy

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide supplementary instruction during the summer to students who achieved below a "C" average, students who did not meet the proficiency standard for the MEAP test, or students who scored below the 25th percentile on the MAP test.	Other	09/03/2013	06/20/2014	\$30000 - Title I Part A	Summer school coordinator, teachers, principal

Strategy4:

Parental Involvement - Staff will provide resources to parents to help them support their children's achievement in reading.

Research Cited:

Activity - Parent Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presenters will present a series of workshops for parents on topics including how to: build self-esteem, develop good study habits, develop habits of work that support learning, teach organization and time management, use technology to track children's progress, communicate effectively with teachers and work as an integral part of the learning team.	Other	10/01/2013	06/20/2014	\$0 - No Funding Required	Principal, teachers for recruitment.

Strategy5:

Reading technology - UYA will invest in, train on, and use integrated reading technology for our ELA & writing teachers to use in their classrooms. They will also instruct students on how to use this technology.

Research Cited:

Activity - Reading programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will use Accelerated Reader, Lexia Learning, and aspects of the "Write Tools" for implementation in the classroom.	Technology	09/03/2013	06/20/2014	\$37000 - Title I Part A	Principal, ELA teachers

Strategy6:

Supplemental support - UYA will provide opportunities for staff to receive additional support in the form of additional staff members responsible for coaching in literacy and available professional development opportunities for our ELA teachers.

Research Cited:

Activity - Opportunities for PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its ELA teachers to take advantage of on and off campus professional development opportunities.	Professional Learning	09/03/2013	06/20/2014	\$3852 - Title II Part A	Principal, ELA teachers

Redesign Plan

University Yes Academy

Activity - Literacy Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will hire a dedicated Literacy Coach whose responsibility it will be to provide support to all ELA teachers throughout the school.	Academic Support Program	09/03/2013	06/20/2014	\$55000 - Title I Part A	Principal, literacy coach

Strategy7:

Increase Allocated Learning Time - UYA will provide structural mechanisms to ensure that students receive additional time on task during the school day.

Research Cited:

Activity - Extended school day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA's school day will go from 8:00 - 4:00 pm, allowing more time on task and longer class periods in some of the most needed subjects.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Teachers, administrators

Activity - Ensure Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Because student attendance is a key indicator in student success, UYA will make all efforts to ensure that students arrive at school on-time and that they maintain a punctual schedule throughout the day. Truancies will be monitored and addressed early before they can create academic problems.	Monitor	07/01/2013	06/20/2014	\$0 - No Funding Required	Attendance coordinator

Goal 2:

Math Goal:All students with at least one year of experience at UYA will be proficient in math as measured by state and local assessments.

This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in math in Mathematics by 06/20/2014 as measured by the spring 2014 math MAP..

Strategy1:

Supplementary Instruction - Teachers will provide supplementary instruction to students to fill in gaps.

Research Cited:

Activity - After School Tutoring/Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide supplementary instruction after school and/or on Saturdays to students who are failing or are in danger of failing math, students who did not meet the proficiency standard on the MEAP Math test, or students who score below the 25th percentile on the MAP Math test.	Other	09/03/2013	06/20/2014	\$10000 - Title I Part A	Principal

Redesign Plan

University Yes Academy

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide supplementary instruction during the summer to students who achieved worse than a "C" average in math, students who did not meet the proficiency standard for the MEAP Math test, or students who scored below the 25th percentile on the MAP Math test.	Other	07/01/2014	07/31/2014	\$15000 - Title I Part A	Summer school leader, principal

Strategy2:

Increase Parental Involvement - Staff will provide resources to parents to help them support their children's achievement in math.

Research Cited:

Activity - Parent Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presenters will present a series of workshops for parents on topics including how to: build self-esteem, develop good study habits, develop habits of work that support learning, teach organization and time management, use technology to track children's progress, communicate effectively with teachers and work as an integral part of the learning team.	Parent Involvement	09/03/2013	06/20/2014	\$1793 - Title I Part A	Principal, Grade level chair teachers

Strategy3:

Improve math instruction - UYA will improve the quality of instruction that our math teachers provide for our students.

Research Cited:

Activity - Math PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its math teachers to participate in on and off campus professional development that will help improve their craft.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Math teachers, math coach

Activity - Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will hire and utilize a math coach to provide strategic support to all math teachers at UYA.	Other	09/03/2013	06/20/2014	\$33000 - Title I Part A	Math coach, math teachers

Strategy4:

Technology-based remediation - Classrooms will be equipped with hardware and software to provide targeted remediation within the general classroom. Programs will identify areas of conceptual deficit and deliver developmentally-appropriate content for students. Teachers and administrators will use technology to monitor student growth.

Research Cited:

Redesign Plan

University Yes Academy

Activity - Use of technology-based instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to activate prior knowledge and help students develop skills at their own pace, we will introduce students to technology-driven programs that allow them to work at their own pace.	Technology	09/03/2013	06/20/2014	\$7500 - Title I Part A	Principal, technology coordinator

Strategy5:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, Content leads

Strategy6:

Increase Allocated Learning Time - UYA will provide structural mechanisms to ensure that students receive additional time on task during the school day.

Research Cited:

Activity - Extended Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will schedule an additional 90 minutes of class time per day, extending the school day until 4:00 p.m. This will allow the school to offer a double block of math classes for all students.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Principal, teaching staff.

Activity - Ensure Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Because student attendance is a key indicator in student success, UYA will make all efforts to ensure that students arrive at school on-time and that they maintain a punctual schedule throughout the day. Truancies will be monitored and addressed early before they can create academic problems.	Monitor	07/01/2013	06/20/2014	\$0 - No Funding Required	Attendance coordinator, principal, teachers.

Goal 3:

SCIENCE: All students with at least one year of experience at UYA will be proficient in science as measured by state and local assessments. This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in science concept knowledge and processes in Science by 06/20/2014 as measured by

Redesign Plan

University Yes Academy

Spring 2014 MAP scores.

Strategy1:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Strategy2:

Technology-based intervention - Staff will receive training on and use technology to effectively integrate into science classrooms.

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will invest in hardware and training for use of mobile carts in science classrooms. These carts will allow for more student interaction with material.	Technology	09/03/2013	06/20/2014	\$15000 - Title I Part A	Science staff

Strategy3:

Supplemental support - UYA will provide opportunities for science teachers members to receive support from on campus and off campus initiatives.

Research Cited:

Activity - Science PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its science teachers to participate in on and off campus professional development opportunities.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Science teachers

Goal 4:

Social Studies: All students with at least one year of experience at UYA will be proficient in social studies as measured by state and local assessments. This is a multi-year goal with incremental objectives to be set annually.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in social studies ability in Social Studies by 10/31/2013 as measured by 2013 Fall MEAP testing data.

Redesign Plan

University Yes Academy

Strategy1:

Coaching/Mentorship - Every teacher at UYA will be part of within-content and grade level teams that have dedicated mentors and coaches for each team. These coaches will be responsible for implementing initiatives throughout the school year.

Research Cited:

Activity - GLCs/ Content Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will provide leadership roles for teachers to lead grade levels and content areas. These staff members will be trained to execute these roles.	Other	09/03/2013	06/20/2014	\$3750 - Title II Part A	GLCs, content leads

Strategy2:

Supplemental Support - UYA will provide supplemental support to its social studies teachers so they can receive on and off campus opportunities to improve their teaching.

Research Cited:

Activity - Social Studies PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
UYA will encourage its social studies teachers to participate in on and off campus professional development opportunities throughout the school year. These PDs will focus on improving social studies instruction.	Professional Learning	09/03/2013	06/20/2014	\$3000 - Title II Part A	Social Studies staff, principal

Narrative:

Beginning in 2013-2014, a culture of achievement through rigorous, data-driven instruction has commenced. Based on the work of Paul Bambrick-Santoyo (Driven by Data) and Achievement Network, four Data Days have been built into the calendar that allow teachers to analyze data points around demographics and attendance, achievement, culture, staff retention, stakeholders, accountability, and compliance. Specific action plans are developed to address areas that are low and deemed to be affecting student achievement. In addition, teachers utilize their analyses of interim assessment data and develop re-teach plans and re-assessments targeted on specific CCSS which students have not mastered as well as pin-pointing students who are ready for advanced instruction. A specific calendar is being created for the professional development days preceding and following the actual Data Day with topics presented that address item analysis and reflection. This process will be reviewed each year to determine if these measures are driving student success.

As specific areas surface where it is believed that teachers need further support, targeted PD will be planned to address these issues and help teachers become more proficient at their craft.

Finally, at the end of the academic year, school leadership teams will be reviewing the current year's curriculum resources to determine if provide the strategies for students and the direction for teachers that they need to teach the CCSS. Mid-course corrections are also made during the year and additional resources such as Brain Pop and Renaissance Learning are added as needed.

This process will be continued in each subsequent year until the achievement gap is closed.

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.

University YES Academy school day will run from 7:30 a.m. to 4:00 p.m. Monday through Thursday. On Friday, the school day for students will end at 1:30 PM to allow teachers adequate time for collaborative planning and professional development. New Urban Learning has found that abbreviated Friday schedule is essential to our model. Because we clearly outline the daily schedules and requirements of parents during our application period, family chats, and one-on-one conversations with parents, we have found that the abbreviated Fridays can be accommodated by our families. The extended school day and year provide a significant number of additional hours of instruction during each school year. Moreover, our intensive focus around literacy and mathematics will ensure that our students have the very strong fundamental skills necessary to tackle challenging, higher level material. The following schedules show an emphasis on the core ELA (reading and writing), math, science, and social studies. The school is committed to having all students meet and exceed rigorous standards in these areas. In addition, the school is committed to providing rich instruction in the arts, health, career development, and languages other than English.

The academic school year at University YES Academy will begin on September 3 2013, and run through June 20, 2014. While our school calendar shares nearly all vacations and holidays with Detroit Public Schools and Educational Achievement Authority Schools, because of our extended year, we have at least 191 instructional days. We believe strongly that these extra days of school are essential to helping our students reach the high standards we set for them.

All new teachers will report on Monday, August 19, 2013 to University YES Academy for two weeks of intensive teacher training. We will provide paid professional development days over the course of the year to ensure our teachers receive training and development necessary to create the excellent instructional practice on which our success depends. The school's academic year is divided in three trimesters. Parents receive progress reports mid-way through each trimester and report cards at the conclusion of each trimester. The proposed school calendar for 2013-2014 is provided on the following page. The total number of instructional days, as well as the total number of days teachers are required to attend, are summarized in the table below.

Indicator 8A: Time for Core Subjects

The academic day includes four periods of content instruction, with one elective class daily. Student intervention small group classes occur daily at various times during the day, assuring those students do not miss their required instructional time in their core classes. Parents are informed of the after-school tutorial requirements during the home visits (UYA teachers meet with every UYA scholar's family prior to the scholars 3rd week of school). Students requiring after school tutorials are given schedules. Students requesting the tutorials are not denied the opportunity. Tutorials occur three times weekly and during lunch daily.

Indicator 8B: Time for Enrichment

One of the core pillars of University Yes Academy is more time on task where our school day is extended to 4PM every single day, and there are tutoring and enrichment opportunities offered for our scholars to ensure they are meeting our breakthrough student achievement goals. For example, we offer chess, robotics, tutoring, and athletics.

While we have built our academic model using this extending time concept, the quality of the use of time is essential to ensure that our scholars are growing academically. For example, University YES Middle School has taken a strategic approach to building school culture and enhancing the enrichment program. Capturing Kids Hearts is a comprehensive training program for teachers designed to equip them the tools that will help them reach the youth of America's inner city schools. The program also includes an in-depth student leadership training module that empowers students and further supports teachers with additional "tools" needed to be successful in the most difficult of school settings.

It is essential that staff members who are working with students engaged in enrichment activities will be monitored for the quality of the programs as well as receive observational feedback on the structured use of time afterschool. While we have dedicated time, we want to ensure that if a teacher is working with scholars on mastering academic standards that the work they're doing is reflected in an increase in student performance.

Indicator 8C: Time for Instructional Learning

Over 50% of the teachers at University YES Middle School have less than three years' teaching experience. Thus the need for a comprehensive professional development plan designed to develop and empower novice teachers. Our plan includes weekly 30 minute observations by school leaders and Teaching and Learning Deans followed by one on one feedback meetings with teachers. The feedback also includes weekly anonymous surveys that provide teachers with opportunities to share thoughts regarding the school's overall progress and suggestions on ways to improve school culture.

The professional development 2013-2014 plan also includes sessions from Carnegie Math Initiatives, The Write Tools (writing strategies), and new teacher "Knapsack" sessions designed to address the every-day struggles of new teachers. These workshops are a collaborative effort between Teach for America and the leadership team at University YES Academy MS.

Each new teacher at University YES Academy MS has been provided a mentor teacher to assist them with the on-boarding process. The mentor teachers provide moral support and make sure employees new to UYA know how to find the resources they need to be successful.

The school day schedule includes music theory, band, Spanish and Physical Education. Scholars that meet academic and behavioral requirements have the option to participate in volleyball, basketball, track, soccer, chess and robotics after school.

See below a break-down of the school schedule and professional development:

Redesign Plan

University Yes Academy

The school's academic daily schedule includes the following:

- 380 minutes a week of instruction for all core subjects
- Daily math and reading intervention small group instruction
- After-school tutorials

The school's enrichment and culture building programs include:

- Capturing Kids Hearts
- Teen Leadership Classes
- Music (band and choir)
- Basketball (girls and boys)
- Volleyball
- Track and Field
- Soccer
- Robotics
- Chess

The school's professional development encompasses the following:

- Weekly professional development half days
- Quarterly professional development full days
- Two Teaching and Learning Coaches
- Teacher Mentors

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.

In order to get every scholar to and through college, it is essential that University YES Academy partner closely with families, the community where schools are located, and the greater Detroit community. However, our mantra is that if we create and build excellent, safe, and well-maintained schools we will attract families and we will provide support to our communities, especially those that are on the decline. Our YES model is built on the philosophy of a service model where YES stands for Youth Engaged in Service. This translates to our scholars participating in local community and city-wide events to participate in the revitalization of Detroit. For example, our scholars visit local schools to mentor younger students, provide support and donations to Forgotten Harvest, provided a community event during Arise Detroit's Neighborhoods Day and we rolled-up our sleeves for the Motor City Makeover where our scholars and families joined in to clean up a local park. These are but some of the examples that we use to foster relationships in our community, and what we will do as invest in new community for the University YES Academy.

Indicator 9A: Family Engagement

Any student from the city of Detroit is eligible to enroll at University YES Academy Elementary. While our recruitment efforts will take us all over the city in search of prospective students, our aim is that the majority of our students will come from the zip codes that immediately surround University YES Academy Middle School and the New Urban Learning administrative offices. Those zip codes, 48235,48219,48223,48227, and 48221, represent our target area.

Our goal is to recruit the majority of our students from this target area for a host of reasons. New Urban Learning will seek to create a strong sense of collaboration between the students, teachers and staff in every school. This will be manifested in a variety of ways. Teachers from University YES Academy Elementary, Middle and High school will share teacher training in the fall before the school year begins and will

come back together throughout the school year for workshops and seminars led by New Urban Learning. Students from University YES Academy High school will tutor and mentor students from University YES Academy MS for community service hours and for the chance to make a lasting impression on a young peer. Students in University YES Academy Middle School will build strong relationships with their "buddy" from UYA Elementary, helping them navigate the challenges of elementary school and become prepared to enter into a middle school environment. As a back-office, New Urban Learning will be providing services to its schools that range from leadership training, curriculum development, student and staff recruitment, and so on. Naturally, all of these things can be accomplished more effectively if there is a close physical proximity between each school in the network.

There is no doubt that these challenges make a profound impact on a child's physical, mental and emotional health. We are not intimidated by the formidable challenges that come with serving children living in poverty who are also several years behind academically. We consider it an honor to serve this population and these challenges they face inspire us to work even harder. We know that the stakes are higher for our students than with children that come from more affluent communities and that a truly excellent education can be the difference between a life full of obstacles and a life full of opportunities. Everything about our school model is designed to empower our students to overcome the challenges that they face. For example, our academic program provides twice as much time in reading and math as traditional schools so that our teachers can provide the remediation that our students need to catch up while maintaining the rigor they need to be on the path to college. When hiring staff, we look for professionals who have a passion for serving low income students of color, who will prioritize developing strong relationships with students and consistently uphold our joyful, warm-demanding school culture. Everything in our model needs of our students with the sole purpose of preparing them for a life that they can only dream of and that we know that they deserve.

In addition to building community support, our relationship with parents is critical. To start, the University YES Academy student-parent-school contract is an important tool to establish a clear and common understanding of each party's commitments and responsibilities to each other. While this contract is requested of parents and students, by state law the school cannot require that parents and students sign the contract. In this contract, we will pledge to provide students with a safe, caring, and high quality learning environment and our parents and students pledge to maintain consistent accountability for academic and other requirements of UYA Elementary. We are all working for the same outcome, providing what's best for the children; we want the very best for our students, and our parents want the very best for their daughters and sons. We will work together to make this happen. On a practical level, described below are a few examples of ways we will engage and communicate with parents at UYA, all of which serve to strengthen our partnership and hold us all accountable. Here are examples of strategies we will use to engage the school-community:

- School Commitment: All parents and students will be encouraged to sign a school contract outlining the rights, responsibilities, and expectations of all parties.
- Home Visits: Prior to the start of the first school year, teachers will meet with every admitted family (at least one parent or guardian and the child) and have an introductory home visit. The purpose of this visit is to start building the relationship with the family, to get to know both the parent and the child, to understand the parent's hopes and dreams for the child, to explain the vision and program of the school, to review the specific elements of the student-parent-school contract, and to answer any questions the family may have. At the end of this home visit, if the parent and student are comfortable, the student, parent and teacher will sign the contract.
- Parent Responsibilities: As explained in the contract, all parents will be encouraged to provide their child with a quiet space for studying. They will also be asked to monitor their child's independent reading for at least 20 minutes per night, make sure all student homework is completed, and ensure their child comes to school every day and in uniform.
- Parent Leadership Council (PLC): UYA will form a council of parent leaders to organize at least 3 major school events and initiatives each year. The PLC will work closely with the administration and faculty to harness the energy and talent of parents and get them involved in the school.
- Phone Calls: Parents will receive at least one, though typically several, phone call update(s) on their child's progress and performance from a teacher every trimester using work-issues phones to encourage school-family communications. UYA staff will return phone calls from

parents within 24 hours.

- Weekly Progress Reports: Parents will receive a weekly progress report (in the form of a Scholar Dollar paycheck) that outlines their child's culture performance, homework completion, attendance, and discipline issues.
- Report Card Conferences: Parents will be asked to conference with teachers twice a year to review student progress and performance at the end of the fall and winter trimesters.
- Written Updates: Parents will receive a written communication from the school every week detailing upcoming events, Parent Leadership Council initiatives, and news from the school.
- Parent Survey: Each spring, parents will complete a robust Parent Satisfaction Survey to share their experience with University YES Academy. Results will contribute to planning for the next school year. Attached are the results of the Parent Satisfaction survey for all New Urban Learning schools in 2012.

The quality of these relationships will determine the quality of the learning. This framework outlines the five key elements of Community & Family Engagement to make a positive difference in the students' education:

Communication - Effective communication is an exchange between parents, careers, communities and schools that involves information sharing and opportunities to learn about each other.

Learning Partnerships - Partnerships between parents and careers, communities and schools that promote student learning and high expectations for student success.

Community Collaboration - Relationships with the school and greater community to strengthen the ability of schools and families to support student learning and development outcomes.

Decision-Making - Parents, careers and community members play meaningful roles in school decision-making.

Participation - Parent, careers and community participation in student learning and the school community is acknowledge and valued.

Indicator 9B: Community Engagement

New Urban Learning isn't just seeking to provide excellent education to students; our ambition goes far beyond that. Our ultimate vision is to work with families who are struggling for access to resource as it is our desire to transform entire families and neighborhoods by first helping their children prosper and providing them with the support that they need for a better future. New Urban Learning seeks to be embedded within the community on such a level that allows us to connect parents and families with the resources that they need to prosper themselves. For example, New Urban Learning works closely with community organizations such as the Winship Neighborhood Association, Westminster Church of Detroit, Brightmoor Alliance, the Skillman Foundation and Excellent Schools Detroit to make a tangible difference in our community. This is why we seek to build schools in the zip codes mentioned above, so that we can concentrate our efforts in our existing zone of influence in hopes of directly impacting as many children and families as possible within that community.

As mentioned above, UYA has partnered with Brightmoor, and is currently seeking to increase the number of scholars that come from the Brightmoor community located in zip code 48219.

In order for the community engagement component of the priority reform plan to take effect, University YES Academy is dedicated to having specific engagement strategies to include deepening partnerships with community stakeholders including the following:

Redesign Plan

University Yes Academy

- We will regularly attend Winship and Brightmoor community meetings to keep abreast of happenings in each neighborhood, and we will work closely with leadership of both organizations to share updates on how our school is performing;
- We will work with the Westminster Church of Detroit to support our service learning programs for students in grades 6th - 12th. For example, we will invite the church program office to participate in our activities and we will schedule volunteer and service learning activities with the church. In fact, our UYA HS students will be serving Thanksgiving Dinner to the neighborhood for the holiday season.
- We will work with local and state agencies to provide support to efforts to build and transform the community. Each spring UYA will participate in the Motor City Makeover by cleaning up Peterson Park as well as we will participate in Arise Detroit's Neighborhood's Day to provide a community picnic to invite local residents to visit the school and partner with us and our work to build relationships in the community.
- Additionally, we will continue to work to develop programs and partnerships that will benefit our scholars in the areas of health and wellness to job creation and career exploration. Also, as a school with a college-prep mission we are focused on establishing college partnerships with local colleges and universities including the nearby Marygrove College as well as University of Michigan where we receive support from the Ford School of Public Policy and School of Social Work.

To support Community & Family Engagement, the position of Manager of Community & Family Engagement for all of the New Urban Learning Schools has been filled. This individual will focus on engaging with parents and communities to work together to maximize student learning outcomes. Data reveals that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning.

In the 2002 research review *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne T. Henderson and Karen L. Mapp conclude that there is a strong relationship between family involvement and student success, regardless of race/ethnicity, economic status, or parents' level of education. It is clear that when families are involved in their children's learning, both at home and at school, their children do better in school. (Henderson and Mapp, 2002).

UYA is committed to providing, developing and maintaining a Community & Family Engagement Program:

Communication

- Use a range of communication tools and channels, including newsletters, websites, e-mails, assemblies, and text messages.
- Develop a school transition calendar outlining key points in the school year where engagement of parents and the community is vital and the specific activities to be used to engage.
- Be aware of and communicate how to access information and forms.
- Provide professional development for teachers to effectively communicate with parents.
- Share consistent and ongoing messages of high expectations for all students and their learning.

Learning Partnerships

Learning is not limited to the classroom. Understanding the school, home and community contribution to student learning helps to cultivate a holistic learning environment.

- Build relationships with local early years services
- Provide parent/teacher workshops for targeting areas of the core curriculum.
- Embed the practice of involving parents in goal setting and career planning discussions with their children.
- Connect culture and learning by partnering with other educational institutions.
- Develop local strategies to support transition between early childhood education and care, primary school and secondary school, and higher education.

Community Collaboration

Schools do not exist in isolation - they are often the central hub of their community. Following are the trainings which have been conducted to date to support the growth of our teachers:

- Generate and maintain contact with relevant health professionals in the area to support referrals.
- Develop a school alumni group and other marketing materials such as school banners and yard signs.
- Open school facilities for community use, including adult learning, community meetings and community interest groups. For example, we've opened our doors to Oakland University and Madonna University for satellite education programs as well as the Detroit Area Pre-College Engineering Program (DAPCEP) Explorers Program.
- Build networks to establish a community integrated student support/health/early childhood services hub, including Child & Family Centers. Parents and families have the most direct and lasting impact on students' learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. Early childhood providers need to reach out to families in order to build the kind of relationships that engage them as active partners early in their children's education (National Dropout Prevention Center/Network, 2003).

Decision-Making

Providing opportunities for relevant consultation ensures decisions reflect local needs - whether for an individual student or the school as a whole. Greater community ownership and trust of schools decisions and directions can be developed through an authentic consultation.

- Ensure information regarding consultation opportunities is widely circulated in a variety of forms.
- Offer training and skill development opportunities to parents and teachers.
- Encourage active participation in the school's Parent Leadership Council and encourage student participation in decision-making processes.
- Consult flexibly to reach a cross-section of students, parents and community members, not just the most confident.

Participation

Parent and community participation in student learning and the school community should be acknowledged and valued. This involvement sends a clear signal to students about the value of education.

- Upload events, meetings and assessment calendars on the school website at the beginning of the school year.
- Develop a database of parent and community skills, talents and availability
- Engage community members and business in developing learning experiences and extracurricular activities.
- Invite parents and community members to become involved as guest teachers and speakers.
- Regularly build parent engagement and/or involvement into staff meetings to strengthen commitment, knowledge and skills.

Conclusion

Many benefits for both families and schools come from a successful community and family engagement program. Families who are involved with their students' lives and schools motivate their student to achieve at the highest levels. A partnership between family and school strengthens both home environments and student learning. New Urban Learning Schools will strive to develop that partnership through interactions and activities based on mutual respect and regard for the diversity and needs of our families.

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.

Indicator 10: Operational Flexibility

University YES Academy is organizationally designed to ensure that our principals have operational flexibility to achieve our ambitious year-to-year academic goals. Thus, it is necessary that principals have autonomy to use their Title I funding to meet their ambitious goals.

As a school in the New Urban Learning network, our structure is designed to free schools from mundane tasks such as compliance reporting and accounting so they can laser-focus their time on instructional delivery. There important ways this is accomplished in our school. First, our principals are provided our leadership framework (see also transformational requirement #1) which gives them autonomy to manage their schools based on the expectations and role clarity for principals in a leadership role. Second, UYA MS has an operations team consisting of a manager and coordinator reporting to the Managing Director of Operations that takes the day-to-day systems and operations tasks off their plates to ensure they can focus on instruction. New Urban Learning's team will provide the services and supports schools need to deliver breakthrough student achievement. Third, principals are able to have autonomy over the selection of staff members for their schools as well as manage their budgets including Title I funding, to ensure that they can execute our ambitious goals in the schools.

Below are the core functions that New Urban Learning will play, including an explanation of the specific roles in governance, management, and operations:

(1) Ensuring consistent, repeated extraordinary student achievement results: New Urban Learning's role is, first and foremost, to ensure that extraordinary student achievement results are being met in every school that New Urban Learning supports. To this end, New Urban Learning defines the standards schools need to meet and holds them accountable for their performance through the New Urban Learning Report Dashboard or scorecard. This document establishes clear and transparent metrics by which the Board, school leaders, and staff can judge the academic, operational, and financial effectiveness of the school. The targets included in the New Urban Learning Report Card are designed to meet and exceed the Accountability Plan goals required for charter renewal.

(2) Freeing schools to focus on achievement: While all activities related to running a great school support student achievement to some extent, New Urban Learning found that by centralizing certain functions--recruiting, fundraising, financial oversight, and operations--it was able to deliver higher quality services at lower cost than another school could; but, most importantly, New Urban Learning enables the teachers and school leaders to focus exclusively on what goes on in the classroom. A key element of this support is acting as liaison between each school and the Board of trustees, so as to ensure that the Board has access to the information it needs to carry out its governance responsibilities, without requiring unnecessary time from the principal. New Urban Learning team members also act as staff to

each Board of Trustees in the network, providing requested services like recruiting and vetting prospective Board members. While the Board has final decision rights over its own membership, New Urban Learning helps ensure that the each Board has a strong pipeline of mission-aligned candidates to choose from.

(3) Talent development: While having the best teachers and leaders is a key part of the school model, it is clear that finding, developing and retaining the best people requires a set of organizational capabilities that is beyond the capacity of most individual schools. By centralizing some talent development functions and supporting schools with others, New Urban Learning has built systems and processes to bring the very best people from around the country, provide them with the very best in professional development and career opportunities, and monitor and react to the issues they face in their demanding work to ensure their success. Principals are ultimately responsible for hiring decisions, but New Urban Learning will be expected to deliver a slate of high quality candidates for the principals to choose from.

(4) Knowledge capture and sharing: One of the greatest benefits of the network is that it will ultimately have many different laboratories, each discovering new answers to the significant challenges of urban education. These answers can be shared and systematized, benefitting the entire network.

(5) School support and quality control: New Urban Learning provides a range of support services: from direct coaching to principals by the CEO and Superintendent to network-wide professional development and forums for collaboration. At the same time, New Urban Learning holds schools accountable, and when a school is not achieving success, New Urban Learning has the expertise to intervene and help the school take corrective action. By focus on results and delegating the day-to-day support and supervision of principals to the New Urban Learning CEO and Superintendent, Lesley Esters Redwine, the Board is able to ensure managerial effectiveness while remaining in an appropriate governance role. It is the expectation of the Board that New Urban Learning will identify challenges at the school level, and move quickly to provide the supports necessary to resolve them.

(6) Achieves efficiencies that enable the network to be sustainable: Through economies of scale and higher levels of specialization, New Urban Learning can execute key tasks significantly less expensively but with higher levels of quality than the schools themselves. These efficiencies enable the network to operate at cost levels that are the same or lower than our host districts, while supporting the schools' high level of achievement.

To deliver on our promise of college for all of our scholars, the highly qualified professionals at New Urban Learning bring a wide range of unique experiences and expertise in the fields of education, finance, data analysis, law, nonprofit management, and public policy. They work daily in concert with teachers, consultants and advisors to ensure that New Urban Learning schools are operating at their highest excellence.

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.

Indicator 11A: External Technical Support

UYA Upon the announcement that UYA was targeted as a 2013 priority school, we began to immediately create a focused team that would begin to support the transformational design for our school. The central office liaison for the priority plan is Lesley Esters Redwine, CEO of

New Urban Learning and Superintendent of University YES Academy. Ms. Esters Redwine reports to the University YES Academy board of directors who govern the school and report to Bay Mills Community College who is the authorizer of the school.

However, we have put together an internal team to support the school including the CEO/Superintendent, Managing Director of Operations, Director of Teaching and Learning, and Principal. This team, which is integral to the leadership team at UYA, works collaboratively on decision-making at the school and meets regularly to discuss successes, challenges and progress-to-date on our core priorities. As we align our school to meet our transformational design, this team will meet regularly and assess our performance and course-correct areas where we need to provide support.

We value the partnerships provided by the Michigan Department of Education with Michigan State University and Wayne RESA. To date, we have met with Dr. Karen White, Bevelyn Mitchell, our liaisons from Michigan State University, as well as Marketa Hall, liaison from Wayne RESA, to review our priority plan and our team has appreciated the level of support provided and represented in the first state of the process. Our intent is that we continue to work with this team to ensure we are providing rigorous and high-quality professional development support to our team, and meet regularly to discuss progress towards meeting our goals.

Additionally, we know that we do not have all the answers within our organization and we will need to target organizations that have proven track-records to support the work we're doing in Detroit. We have identified key partnerships that we believe will allow us to push our staff to achieve our goals. First, we are focused on ensuring that we meet and achieve our academic outcomes and our scholars are showing increased growth by the end of the year. To meet these outcomes, we are looking forward to continuing our partnership with Carnegie Learning to address our profound gaps in mathematics achievement. We are also partnering with Achievement Net, a national organization designed to provide common-core aligned interim assessment support and the professional development and web-based portal for our teachers. We are also looking forward to work with instructional support coaches to work with our staff to improve NWEA performance and growth outcomes for our scholars, most notably those who are deficient and are not showing progress.

Second, Capturing Kids Hearts has been identified as a game-changing culture building program for our scholars, and so we're working with this organization to provide an aligned culture-building program across our school. In January, we look forward to piloting Capturing Kids' Hearts Teen Leadership program for our middle school scholars.

Finally, we are committed to motivating our staff and bringing in motivational speakers into our network like Dr. Angela Bass who addressed the staff during all-staff professional development in August. We will continue to identify speakers who have achieved breakthrough-results and bring them into our network to support our teachers and professionals who are committed to being identified as a reward school as our school focuses on our current priority status.

School Leader's Name:

Date of Evaluation:



**New Urban Learning
Leadership Evaluation Form
2013-2014**

Leader and Evaluator Information

Leader's Name:

School:

Date of Leader Rubric Completion (Self-Evaluation):

Evaluator Name:

Date of Evaluation Completion (Evaluator):

Evaluation Rating Scale

Advanced: The leader consistently exceeds expectations and is an exemplar of this standard.

Proficient: The leader meets expectations for this standard.

Working Towards: The leader meets expectations for this standard some of the time but is not yet meeting expectations consistently. Superintendent will observe and provide support and guidance related to this standard to ensure that the leader meets expectations consistently.

Needs Improvement: The leader is not meeting this standard. The superintendent will provide support and detailed guidance to ensure that the leader meets expectations.

Evaluation Strand #1: Student Achievement Data Overview

Student Achievement Goals*	Student Growth Data to Support Rating**	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds goal (4)	Meets goal (3)	Partially meets goal (2)	Goal is largely unmet (1)	Self-Rating	Eval. Rating
1.1							
1.2							
1.3							

* For example, 80% of students will exceed average growth or class average growth will exceed 8 points

** Include Attendance and MAP Growth Data in "Student Data to Support Rating" column

Attendance

Average Monthly Homeroom Attendance (if applicable)									
Sept.	XX/XX	Oct.		Nov.		Dec.		Jan.	
Feb.		Mar.		Apr.		May		June	

Goal #1 – Top to Bottom Performance $\geq 20\%$

	Reading		Math		Writing		Social Studies	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
3 rd grade								
4 th grade								
5 th grade								
6 th grade								
7 th grade								
8 th grade								
9 th grade								

Goal #2 – MAP Grade Level Achievement Targets

	Reading	Language Usage	Math	Science
National Norm (End of Year)	222	221	234	213
8 th graders (2010-2013) (End of Year)				

Difference				
------------	--	--	--	--

Goal #3 - Fall to Spring MAP Growth

	Mean Reading RIT	Mean Language Usage RIT	Mean Math RIT	Mean Science RIT
6 th Target (End of Year)	216	216	225	208
6 th Actual (End of Year)				
7 th Target (End of Year)	219	218	230	210
7 th Actual (End of Year)				
8 th Target (End of Year)	219	218	230	211
8 th Actual (End of Year)				

Goal #4 - ACT Explore Goals

	Composite	Reading	English	Math	Science
ACT – 8 th Grade	16	16	13	17	18
UYA Actual Mean Score					
ACT – 9 th Grade	17				
UYA Actual Mean Score					

Also attached to the evaluation should be a copy of the school’s dashboard for the 2013-2014 academic year.

Evaluation Strand #1: Student Achievement Data Overview

Reflection on Student Achievement

<p>In what areas are your scholars on track to make breakthrough achievement gains? What is your evidence?</p>
<p>In what ways are your scholars not yet on track to make breakthrough achievement gains? What is your evidence?</p>

What three concrete tactics are you pursuing to most significantly raise student achievement?

1.

2.

3.

Leader Comments (if additional space is needed):

Evaluator Comments:

DRAFT

Evaluation Strand#2: Instructional Leadership

Student Achievement is our organization's #1 priority and everything in the school must be aligned to supporting a culture of academic excellence for our scholars.

Instructional Leadership	Evidence to Support Rating <i>(Leaders - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
Standards. Ensures that teaching and learning is aligned to Michigan Learning Standards, Common Core and College Readiness.							
Champions Effective Data Practices: Champions effective instructional data practices, including the use of data to clarify learning objectives for both staff and students, to better understand student thinking, and to plan an effective instructional response.							
Strategically Uses Data: Strategic use of data to assess school-wide priorities and resource allocation.							
Creates Great Teaching Atmosphere: Talks constantly about great instruction and creates an atmosphere where teachers are always pursuing great lessons and great results for students.							
Models Great Teaching: Models top-quality instructional practice focusing on areas where each teacher needs to grow.							

Evaluation Strand#2: Instructional Leadership

Reflection on Instructional leadership

Leader comments and evidence to support areas of exceptional performance and areas of growth:

Evaluator comments and evidence to support areas of exceptional performance and areas of growth:

DRAFT

Evaluation Strand #3: School Culture Leadership

School look and feel represents a culture of achievement and common picture of excellence.

School Culture Leadership	Evidence to Support Rating <i>(Leaders - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
Vision of a GREAT School Culture. Has an incredibly clear vision of what a great school culture is and regularly articulates this vision to students and staff.							
High Expectations for Student Behavior. Persistently, insistentlly, and consistently reinforces the school's high expectations for student behavior with all students at all times.							
Sweats the Small Stuff: Always sweats the small stuff and doesn't give up on a student or on fixing a "broken window".							
Clear systems: Has clearly articulated systems for how the school will function (attendance, homework, behavior/SDs, recognition, consequences, etc.).							
Ensures Staff Use of Data: Ensures that every staff member understands and uses systems consistently and effectively.							
J-Factor for Students: Actively develops a school culture where students find joy in learning and are curious, enthusiastic, and engaged. Ensures that their school is a place where students want to be and where it is "cool" to be smart.							
Culture of Strong Student Relationships: Creates a culture in which leaders build strong and lasting relationships with students, especially Kids We Love the Most.							
Builds Relationships with Students: Clearly communicates in words and actions his/her personal commitment							

and love for every child; builds personal relationships with a number of students and inspires these students to work hard and model good character.							
Engages Families: Engages families in support of the school’s goals.							
Culture of Principals Outreach to Parents: Creates a culture and an expectation that teachers reach out to parents and enlist their proactive support in the dream – and the hard work – of getting all our scholars to college.							
Team & Family. Cares about others and treats everyone with respect. Works hard to preserve a sense of family. Has fun with team and celebrates differences. Collaborates and shares best practices; pitches in when teammates are struggling.							
Whatever It Takes. Is persistent, insistent, and deliberate in his/her actions; gives 100% every day and goes the extra mile to make the difference in the lives of our students.							

Reflection on School Culture Leadership

Leader’s comments and evidence to support areas of exceptional performance and areas of growth:

Evaluator comments and evidence to support areas of exceptional performance and areas of growth:

Evaluation Strand #4: People Leadership

Ensure the team is supported and has the resources to meet the school's goals. Ensures that all stakeholders, internal and external, share in the mission and support the school's success.

People Leadership	Evidence to Support Rating <i>(Leader's - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
High Bar for Performance: Communicates a high bar for performance in a manner that supports, challenges and inspires each individual team member.							
Sets and Tracks Performance Goals: Works with each team member to set clear, measureable, outcome-oriented performance goals for the year; utilizes effective systems/processes to formally and informally benchmark progress towards goals.							
Mid-Year Evaluation: Ensures that every team member has a formal mid-year check-in (for teachers) or professional growth plan (for Principals, Deans and Ops) process that compliments other performance management systems/processes and provides strategies for development.							
Manages and Retains High Performers: Works hard to recognize, stretch, retain, reward, and career plan for top performers.							
Retention: Retains 85% of teachers who received offer letters.							
Manages Low Performers: Engages aggressively when team members are struggling and employs a transparent process to help them improve. Removes persistent low performers.							
Develops Leadership Team: Invests in the learning and development of deans and the leadership team more broadly.							
Recruits and Inspires Top Talent: Does "whatever it takes" to recruit top							

talent, participates actively in Team Recruit events, is responsive to candidates, and inspires people to work for New Urban Learning.							
Cultivates High-Potential Leaders: Identifies high-potential leaders among staff, cultivates leadership skills of these staff members through coaching and stretch opportunities.							

Reflection on People Leadership

<p>Leader's comments and evidence to support areas of exceptional performance and areas of growth:</p>
<p>Evaluator comments and evidence to support areas of exceptional performance and areas of growth:</p>

Evaluation Strand #5: Management of the School (Systems)

Tight, consistent practices in place in the school to ensure routines and practices are utilized.

Instructional Excellence	Evidence to Support Rating <i>(Leader's - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
Distributes Leadership/Maximizes Individual Strengths: Embraces and effectively manages a model of distributed leadership. Effectively distributes tasks and projects in a way that maximizes strengths of individual staff members; resists the impulse to “do it on my own,” freeing time to tackle the most critical issues.							
Clear Roles, Responsibilities and Performance Metrics: Defines clear roles, responsibilities, and outcomes/metrics for all staff so that everyone is clear and invested in what they “own” and on how their performance will be evaluated.							
Identifies and Addresses Weaknesses: Constantly identifies areas of school or team weakness and finds ways to establish or revise processes to address those weaknesses.							
Handles Unexpected Issues: Creatively and calmly handles unanticipated issues or ambiguity.							
Positive, Resilient Mindset: In times of crisis, maintains a positive, solution-oriented mindset; embodies resilience and perseverance.							
Gives High-Quality Feedback: Gives on-going, real-time, specific positive and constructive feedback.							
Gives Challenging Feedback: Does not shy away from the most challenging conversations and provides targeted feedback to staff on problem areas.							

Delivers Feedback in a Productive Manner: Delivers fair and accurate feedback in a way that maximizes the chance of improvement and fosters a “we’re on the same team” feeling.							
Receives Feedback in a Productive Manner: Openly receives feedback in a non-defensive way and implements feedback.							
Positive Meetings: Maximizes meeting time so it is a productive, positive experience for team members.							
Organized, Productive Meetings: Sends out agendas in advance, clearly communicates the purpose of the meeting, and follows-up on next steps.							
Successful Fiscal Management: Works with the Superintendent (and subsequently, the MDO) to ensure that the school operates within its budget and is a model of fiscal responsibility.							

Reflection on Management of the School (Systems)

<p>Leader comments and evidence to support areas of exceptional performance and areas of growth:</p>
<p>Evaluator comments and evidence to support areas of exceptional performance and areas of growth:</p>

Evaluation Strand #6: Management of Self (Organization)

Leader is a strong and reflective planner and executor of tasks in the school.

Management of Self (Organization)	Evidence to Support Rating <i>(Leaders - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
Reflection: Reflects on his or her actions and adjusts behavior and systems accordingly.							
Constant Learning: Regularly asks for feedback; models humility and admits mistakes; seeks out thought partners.							
Person Organization System: Has a robust personal organization system that ensures all tasks or "To Do" items are captured, prioritized, and ultimately accomplished.							
Excellent Follow-Through: Plans each day and week to ensure that top priorities are addressed and that he/she models excellent follow-through by accomplishing tasks efficiently and on time.							
Hits Deadlines: Attends meetings and hits deadlines (or proactively reschedules when necessary); breaks down priorities and large projects to make them manageable.							
Communicates Effectively with all Stakeholders: Effectively utilizes all forms of interpersonal communication (written and oral) to staff, students, and parents in order to advance the school's agenda.							
Communicates Key Messages to Staff: Proactively anticipates and communicates key messages and information to all staff so that everyone has the information they need to be successful.							
Communicates through a Variety of Vehicles: Communicates key messages, events, and procedures multiple times through different vehicles (land, sea, and air) to make sure that everyone is on the same page.							

<p>Start of School Planning: Starts the school year ready with a clear set of priorities, plans, and initiatives; prepares in advance to effectively achieve these goals.</p>							
<p>Long-term Planning: Is a master of long-term strategic planning, leading a culture of proactive planning and systematic operations.</p>							
<p>Timeliness and Responsiveness: Returns calls and emails to staff within 48 hours, even if to say “I need more time”; meets deadlines for assignments (including PGPs).</p>							

Reflection on Management of Self (Organization)

<p>Leader comments and evidence to support areas of exceptional performance and areas of growth:</p>
<p>Evaluator comments and evidence to support areas of exceptional performance and areas of growth:</p>

Overall Performance Rating

	Exemplary and outstanding
	Exceeds expectations with room for improvement
	Minimally meets expectations with substantial room for improvement
	Unsatisfactory/Does not Meet Expectations

Compensation and Title Adjustments

	Title/Position change (if any) _____
	Bonus/Salary adjustment (if any) _____%
	Base salary as of: _____ \$ _____
	Bonus/Salary adjustment (if any) _____%

Acknowledgement of Review

Employee's Signature

Date

Supervisor's Signature

Date

Teacher Name:



New Urban Learning
Teacher Evaluation Form
2013-2014

Teacher and Evaluator Information

Teacher Name:

Grade Level & Subject:

Date of Teacher Rubric Completion (Self-Evaluation):

Evaluator Name:

Number of Observations Completed:

Date of Teacher Rubric Completion (Evaluator):

Evaluation Rating Scale

Advanced: The teacher consistently exceeds expectations and is an exemplar of this standard.

Proficient: The teacher meets expectations for this standard.

Working Towards: The teacher meets expectations for this standard some of the time but is not yet meeting expectations consistently. Principal will observe and provide support and guidance related to this standard to ensure that the teacher meets expectations consistently.

Needs Improvement: The teacher is not meeting this standard. The principal will provide support and detailed guidance to ensure that the teacher meets expectations.

Evaluation Strand #1: Student Achievement

Student Achievement Goals*	Student Growth Data to Support Rating**	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds goal (4)	Meets goal (3)	Partially meets goal (2)	Goal is largely unmet (1)	Self-Rating	Eval. Rating
1.1							
1.2							
1.3							

* For example, 80% of students will exceed average growth or class average growth will exceed 8 points

** Include Attendance and MAP Growth Data in "Student Data to Support Rating" column

Attendance

Average Monthly Homeroom Attendance (if applicable)									
Sept.	XX/XX	Oct.		Nov.		Dec.		Jan.	
Feb.		Mar.		Apr.		May		June	

MAP

MAP Growth Figures			
Subject	Growth Score	Teacher Comments	Evaluator Comments
Reading			
Language Usage			
Mathematics			
Science			

Evaluation Strand #1: Student Achievement (CONT'D.)

Reflection on Student Achievement

In what areas are your scholars on track to make breakthrough achievement gains? What is your evidence?

In what ways are your scholars are not yet on track to make breakthrough achievement gains? What is your evidence?

What three concrete tactics are you pursuing to most significantly raise student achievement?

1.

2.

3.

Teacher Comments (if additional space is needed):

Evaluator Comments:

Evaluation Strand#2: Planning and Management Systems

Planning and Management Systems Criteria	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
2.1 Standards <ul style="list-style-type: none"> Do I have a deep understanding of the standards for my grade/subject? Do I understand how standards are assessed? 							
2.2 Scope and sequence <ul style="list-style-type: none"> Do I have a deep understanding of the scope and sequence for my grade/subject and the grades one year before/after? 							
2.3 Long-term planning <ul style="list-style-type: none"> Did I develop a long-term plan with appropriate timelines? 							
2.4 Continuous Planning Improvement <ul style="list-style-type: none"> Do I regularly revise and adapt plans based on assessment data? 							
2.5 Unit plans <ul style="list-style-type: none"> Do I write clear unit plans that articulate the main ideas, sequence aims and allocate time effectively? Does the unit plan align with the end of unit assessment? 							
2.6 Lesson plans <ul style="list-style-type: none"> Do I create objective-driven lesson plans that include teacher modeling, guided practice and independent practice? 							
2.7 Exit tickets <ul style="list-style-type: none"> Do I plan daily assessments or "exit tickets" that evaluate each lesson's objectives? 							

Evaluation Strand#2: Planning and Management Systems (CONT'D.)

Planning and Management Systems Criteria	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
2.8 Assessments <ul style="list-style-type: none"> Do I develop and regularly use standards-aligned assessments? 							
2.9 Classroom routines and procedures <ul style="list-style-type: none"> Do I develop classroom procedures that provide structure and maximize instructional time? 							
2.10 Relevant practice materials and homework <ul style="list-style-type: none"> Do I consistently develop practice exercises that reinforce understandings of key concepts? 							
2.11 Record-keeping <ul style="list-style-type: none"> Do I maintain accurate and up-to-date records (i.e., track attendance in PowerSchool, enter grades for progress/report cards, and enter data in Kickboard)? 							

Evaluation Strand#2: Planning and Management Systems (CONT'D.)

Reflection on Planning and Management Systems

Teacher comments and evidence to support areas of exceptional performance and areas of growth:

Evaluator comments and evidence to support areas of exceptional performance and areas of growth:

Evaluation Strand #3: Instructional Excellence

Instructional Excellence	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
3.1 Effective and rigorous aims <ul style="list-style-type: none"> • <i>Are my aims specific, measurable, standards-based, at the right level to push students, and part of a logical sequence?</i> 							
3.2 Exit tickets and mastery of lesson <ul style="list-style-type: none"> • <i>Do I use exit tickets daily to assess students' mastery of lesson objectives?</i> 							
3.3 Connection to prior learning <ul style="list-style-type: none"> • <i>Do I connect the essential questions from each lesson with those of the unit and, if applicable, past units?</i> 							
3.4 Content knowledge <ul style="list-style-type: none"> • <i>Do I demonstrate strong content knowledge?</i> • <i>Do I clearly present content so that students comprehend key information and ideas?</i> 							
3.5 Efficient and creative strategies <ul style="list-style-type: none"> • <i>Do I implement a variety of creative and effective strategies to get scholars to master aims?</i> 							
3.6 Relevant examples <ul style="list-style-type: none"> • <i>Do I effectively connect the lesson's content with personal experiences or current events to build scholar interest?</i> 							
3.7 Pacing and Urgency <ul style="list-style-type: none"> • <i>Do I spend an appropriate amount of time on each part of the lesson?</i> • <i>Do I demonstrate a palpable sense of urgency/purpose?</i> 							

Evaluation Strand #3: Instructional Excellence (CONT'D.)

Instructional Excellence	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
3.8 Strategies for engaging scholars <ul style="list-style-type: none"> Do I effectively engage scholars so that they do not need constant reminders to stay on task? 							
3.9 Modeling & mini lessons <ul style="list-style-type: none"> Do I use explicit modeling with a clear "think aloud?" Do I consistently deliver well planned and efficient mini-lessons? 							
3.10 Visual Anchor <ul style="list-style-type: none"> Do I use a visual anchor that captures the mini-lesson so scholars can reference it during independent practice? 							
3.11 Vocabulary <ul style="list-style-type: none"> Do I explicitly preview and teach vocabulary as needed? 							
3.12 Guided practice & declining scaffolding <ul style="list-style-type: none"> Do I effectively lead students through guided practice with declining scaffolding so that they eventually provide both the answers and thought process? 							
3.13 Checks for understanding / misunderstanding <ul style="list-style-type: none"> Do I regularly check for understanding during guided practice to ensure student readiness for independent practice? Do I anticipate and address scholar misunderstandings proactively or respond quickly in the moment? 							

Evaluation Strand #3: Instructional Excellence (CONT'D.)

Instructional Excellence	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
3.14 Rigorous scholar response <ul style="list-style-type: none"> Do I only accept high quality scholar responses and not allow scholars to “opt out?” Do I cycle back to scholars who did not answer the question? 							
3.15 Independent practice <ul style="list-style-type: none"> Do I provide scholars with many “at bats” to practice aims independently? Are my independent practice activities at the same level of difficulty as the “we” activities? 							
3.16 Monitoring & movement <ul style="list-style-type: none"> Do I move around the classroom constantly during independent practice to assess scholar mastery and provide individual help? 							

Evaluation Strand#3: Instructional Excellence (CONT'D.)

Reflection on Instructional Excellence

Teacher comments and evidence to support areas of exceptional performance and areas of growth:

Evaluator comments and evidence to support areas of exceptional performance and areas of growth:

Evaluation Strand #4: Classroom Culture and Environment

Classroom Culture and Environment	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
4.1 Joy factor & college-going culture <ul style="list-style-type: none"> Do I take steps to ensure the classroom is a fun, joyful place where scholars are excited about learning? Do I create and maintain a college-going culture in my classroom where students believe that with hard work they have the power to achieve high standards and attend college? 							
4.2 Scholar relationships <ul style="list-style-type: none"> Do I develop and maintain strong relationships with scholars that based on respect, active listening and encouragement to succeed? 							
4.3 Tone <ul style="list-style-type: none"> Do I always maintain a respectful tone with scholars? Do set clear expectations that scholars are to treat one another with respect? Do I enforce these expectations? 							
4.4 Scholar ownership <ul style="list-style-type: none"> Do I grant students the responsibility, tools and strategies to fix problems? Do I resist the temptation to be the problem-solver? 							
4.5 Celebrations and recognition <ul style="list-style-type: none"> Am I consistently reinforcing and celebrating student progress through public and private recognition activities? 							

Evaluation Strand #4: Classroom Culture and Environment (CONT'D.)

Classroom Culture and Environment	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
4.6 Overall classroom environment & scholar work <ul style="list-style-type: none"> • <i>Does my classroom space reinforce the school values and college-going culture?</i> • <i>Do I post examples of outstanding scholar work and positive character moments?</i> 							
4.7 Scholar participation <ul style="list-style-type: none"> • <i>Do I display high expectations for student participation?</i> • <i>Do I employ 100% strategies?</i> 							
4.8 Right is right <ul style="list-style-type: none"> • <i>Do I correct improper speech, encourage answers that are completely accurate (instead of partially) and encourage use of academic language?</i> 							
4.9 Scholar character development <ul style="list-style-type: none"> • <i>Do I use key moments in class to develop and reinforce positive character traits and college-going attitudes?</i> 							
4.10 Scholar behavior and incentive systems <ul style="list-style-type: none"> • <i>Do I appropriately use incentives to encourage and reinforce student effort and cooperation?</i> • <i>Do I use positive framing and consistent enforcement of rules and consequences to correct behavior?</i> 							

Evaluation Strand#4: Classroom Culture and Environment (CONT'D.)

Reflection on Classroom Culture and Environment

Teacher comments and evidence to support areas of exceptional performance and areas of growth:

Evaluator comments and evidence to support areas of exceptional performance and areas of growth:

Evaluation Strand #5: Student and Family Relationships

Student and Family Relationships	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
5.1 Relationships with families <ul style="list-style-type: none"> Do I build trusting, one-on-one relationships with scholars' families? 							
5.2 Communication with families <ul style="list-style-type: none"> Am I regularly and proactively communicating scholar successes and challenges with families? Do I track communication with families and return phone calls and emails within 24 hours? 							
5.3 Advisor Relationships with Families (if applicable) <ul style="list-style-type: none"> As an advisor, do I develop a meaningful relationship with the scholar and family? 							

Evaluation Strand#5: Student and Family Relationships (CONT'D.)

Reflection on Student and Family Relationships

Teacher comments and evidence to support areas of exceptional performance and areas of growth:

Evaluator comments and evidence to support areas of exceptional performance and areas of growth:

Evaluation Strand #6: Core Values, Contributions and Professional Growth

Core Values, Contributions and Professional Growth	Evidence to Support Rating <i>(Teachers - black font; Evaluators - red font)</i>	Advanced	Proficient	Working Towards	Needs Improvement	Rating Scores (#)	
		Exceeds criteria (4)	Meets criteria (3)	Partially meets criteria (2)	Criteria is largely unmet (1)	Self-Rating	Eval. Rating
6.1 Core Values <ul style="list-style-type: none"> Do I demonstrate the school's core values? 							
6.2 Contribution to school mission <ul style="list-style-type: none"> Am I punctual and timely? Do I participate in school activities and go above and beyond in my contributions to the school? Do I work to raise the overall levels of student achievement (not just the achievement of the scholars in my class)? 							
6.3 Professional growth and development <ul style="list-style-type: none"> Do I seek opportunities for learning and growing? Am I receptive to feedback? Do I regularly engage in reflection? 							

Evaluation Strand#6: Core Values, Contributions and Professional Growth (CONT'D.)

Reflection on Core Values, Contributions and Professional Growth

Teacher comments and evidence to support areas of exceptional performance and areas of growth:

Evaluator comments and evidence to support areas of exceptional performance and areas of growth: