



# **Reform Redesign Report**

**Carleton Elementary School**

**Detroit City School District**

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## **Introduction**

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

# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

Carleton Elementary School has a clear vision and mission to promote a learning community that includes the staff, students, parents, and the community at large. We strive for high academic performance, positive nurturing, and social and emotional growth within a clean and safe environment. Before the start of the 2012-2013 school year Carleton was thoroughly cleaned and organized. The hallways and classrooms were painted and the entire school was decluttered. Staff members were dedicated to making Carleton a safe, clean, and inviting learning environment for all stakeholders. It seems that Carleton lost many former partnerships due to a lack of appreciation and communication. We are in the process of mending old ties and making new relationships with surrounding churches and businesses. We are dedicated to our Mission Statement: We Can, We Will, Do Our Best, No Excuses!

Carleton's 2011-2012 demographic data includes:

52.7% male students

47.3% female students

92.5% of students participate in the free and reduced meal programs

98.3% Black or African American

0.4% White

0.4% Asian American

0.8% American Indian

## **School's Purpose**

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

Carleton Elementary School envisions a highly qualified team of professionals who value and foster shared leadership, community partnerships, and community involvement. We seek opportunities to express care and concern towards inspiring students to reach their individual potential. We envision using data to support our efforts as we encourage an inclusive and challenging curriculum that promotes high expectations for learning, creativity, and productivity in a judgment free, positive, and safe environment.

Carleton School, in collaboration with parents and other stakeholders, will successfully educate all students by utilizing innovative, comprehensive, professional learning communities. By implementing site-based managed decisions or shared leadership, we ensure that all students will develop their academic, social, creative, and physical abilities toward achieving excellence and access to an improved quality of life as they participate / contribute in our global society.

We believe that all Carleton Elementary School students will learn without regard to any disability, handicap, and/or socio-economic disadvantage. Our students will be educated in a clean and safe environment. We believe that it is our duty and responsibility to match the teaching style of the teacher to the learning style of the student. We are accustomed to using data to drive instruction. As a result, we are able to monitor progress and improve the quality of instruction.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

The 2012 - 2013 school year at Carleton Elementary has been transformational in that 90% of the staff is new to the school including the principal. Due to the placement of new staff at Carleton, we are unsure of the school's notable achievements over the last three years. Based upon Carleton's MEAP scores over the last three years, there appears to have been slight increases in our overall reading scores since 2009.

We are striving to become an effective and productive Professional Learning Community that fosters a culture of collaboration and accountability. Once the PLC Model is fully implemented at Carleton it will set the tone for everything else to happen with school wide decisions made on a collective level rather than a top-down approach. As part of our PLC Model, the staff will work together to fully implement the Response to Intervention Model (RTI) to prevent academic failure through early intensive instruction

## **Additional Information**

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

The teachers, instructional support staff, administrative staff, students, and community members are dedicated to turning Carleton into a high achieving school. We Can. We Will. Do Our Best. No Excuses.

# Transformation Redesign Diagnostic

## **Introduction**

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

## PART A: REFORM TEAM PERSONNEL

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

The following staff members and community members were involved in the development of the Carleton's Redesign Plan: LaChelle Williams, principal (lachelle.williams@detroitk12.org); Tania Curtiss, instructional specialist (tania.ford@detroitk12.org); Emilio Harper, Academic Engagement Officer (emillio.harper@detroitk12.org); Marla Nenninger, teacher (marla.nenninger@detroitk12.org); Marilyn Malick, teacher (marilyn.malick@detroitk12.org); Christopher Drake, teacher (christopher.drake@detroitk12.org); Kimberly Perkins, teacher (kimberly.perkins@#detroitk12.org); Tamara Gregory, teacher (tamara.gregory@detroitk12.org); Scott Buckberrough, teacher (scott.buckberrough@detroitk12.org); Sheerida Cuff, parent; Phneasia Mizell, parent; Carolyn Porterfield, parent; Peggy Vandebosch, School Improvement Facilitator WRESA (mmvan08@hotmail.com); and Nancy Fenton, Intervention Specialist for Priority Schools (fentonna@msu.edu).

## PART B: TEACHING AND LEARNING PRIORITIES

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

### Big Idea #1: Professional Learning Communities

The 2012-2013 school year at Carleton Elementary School has been transformational in that 90% of the staff is new to the school including the principal. At Carleton, we will continue to believe that instructional success for all students' surfaces through a deep and sustained commitment by all staff members. This type of commitment and dedication occurs through empowerment and involvement in the decision making progress within a school. The principal promotes shared leadership by aiding in the development of a leadership team. This leadership team will continue to be empowered to work interdependently to achieve the school's common goals. This leadership team will have a shared purpose, participate in collective inquiry, collaboration, action planning, data analysis, and plan for continuous improvement. Ms. Williams is receptive to teachers' attitudes and philosophies and uses active listening skills so that all employees feel truly cared about and she leads by example. Our staff also uses active listening skills when working with other staff members, students, and parents. The staff is encouraged to experiment with new ideas and be involved in the implementation, discussion, and analysis of these ideas. Once the PLC Model is fully implemented at Carleton it will set the tone for everything else to happen with school wide decisions made on a collective level rather than a top-down approach. (CII, PLC that Work 2011)

The ultimate goal of the PLC Model is to create better educational opportunities and outcomes for Carleton's students. To attain this goal, we must create a culture of achievement that reflects what current research and successful practices tell us about the characteristics of high-performing schools serving high-needs students and we plan on creating this culture through the PLC Model. Through the PLC Model we will focus on the following critical values:

- Relentless focus on student academic growth;
- High expectations for both students and adults;
- A sense of shared urgency for maximizing student outcomes and growth;
- A sense of personal responsibility for achievement in all adults and students;
- A dedication to innovation and flexibility, and an openness to finding and implementing what works to get the job done; and
- A commitment to reflective practice, supporting and growing teachers and students in substantive ways, and using data to drive decision-making.

### Big Idea #2: RTI and DI

The Response to Intervention Model (RTI) through the Transformation Process for persistently Low Achieving Schools will be implemented and utilized at Carleton. RTI is a research based model used to prevent academic failure through early intervention. Differentiated Instruction (DI) will be used as a component of the RTI Model, in order to increase instructional effectiveness for students throughout their continuum of needs. The Instructional Specialist and Special Education Teachers will support DI structures. Our RTI process includes: flexible grouping in our reading and math classrooms, the matching of text to students, access to interesting texts for students, embedding assessment into our instruction, providing immediate positive feedback to students, a strong emphasis on the reciprocal nature of reading and writing in the literacy program and all content areas, expert tutoring during the school day, after school, and during the summer months, and the process of using data to inform our instructional decisions and to guide our instructional practices. An increased use of technology to motivate students and to enhance teaching and learning will be implemented by the District's technology program, the various online parent portals, and our school funds designated for technology. The counselor and social worker will address the social behavior and emotional needs of the students, with additional supports available through the District's Spec. Ed. Services.

Tier I instruction which includes scaffolded instruction is designed as highly effective instruction for all students. Implementation will rest on the effective approaches to differentiation. Based upon the results of screener assessments and progress monitoring, students with greater

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needs in reading and math will receive TIER II instruction, which is an additional 25-30 minutes of scaffolded instruction outside of the literacy or math block. Those students with the greatest core subject needs will be given TIER III instruction. TIER III instruction is an additional 15 minutes of scaffolded instruction beyond the reading and/or math block and their TIER II instruction. All TIER instruction will include differentiated instruction. As a key component of tiered instruction, the teaching staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation and monitor the progress of the students carefully to ensure they are on track for meeting their learning goals. Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities, differentiating the work students will submit as evidence of their learning; and/or differentiating the content. Teachers will be provided with professional development on differentiated instruction. The Instructional Specialist will monitor the progress of all students and recommend new instructional methods and/or facilitate dialogue that improves instruction with academic achievement as the main goal. (Tomlinson, 2001)

\*See Task 2 of Big Picture Planning for cited MEAP, STAR Reading and Math Tests, DIBELS, and MAP data.

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

We used the following sources of data when deciding upon our 2 big ideas for our reform plan. Both big ideas will address our achievement gap.

Student Achievement Data:

Math MEAP Data:

When considering the percent student proficient, there was a 17% gap between students without disabilities and students with disabilities as measured by the 2010-2011 MEAP Math assessment. According to our 2011-2012 MEAP assessment, 0% of our 3rd graders were proficient on the MEAP Math Assessment, 7% of our 4th graders were proficient on the assessment, and 1% of our 5th graders were proficient on the assessment. As for students with disabilities, 0% of our 3rd graders were proficient on the Math MEAP Assessment for 2011.

Reading:

When considering the percent student proficient, there was a 43% gap between students without disabilities and students with disabilities as measured by the 2011 MEAP Reading Assessment. As for the 2011 Reading Assessment, 24% of our students were proficient in reading. This was a 1% increase since the 2010-2011 MEAP Reading Assessment. On the 2011-2012 MEAP, 22% of our 3rd graders were proficient in reading, 23% of our 4th graders were proficient, and 24% of our 5th graders were proficient on the MEAP Reading Assessment.

Writing:

11% of our students scored proficient on the 2011-2012 MEAP Writing Assessment. This was a 9% decrease since the 2010-2011 MEAP Assessment.

Science:

0% students scored proficient on the 2011-2012 MEAP Science Assessment. Our scores showed no gain or loss since the 2010-2011 MEAP Science Assessment.

2011-2012 MEAP Data:

Math (3-5 grade) - 5% students proficient (no increase or decrease since 2010)

Science (5th grade) - 0% students proficient (no increase or decrease since 2010)

Reading (3-5 grade) - 24% students proficient ( a 2% increase since 2010)

Writing (4th grade) - 11% students proficient ( a 9% decrease since 2010)

DIBELS Data:

Based upon Carleton's 2011-2012 DIBELS data, 16% of the 304 students tested in K - 5 grade scored at a proficient level., 22% scored at a

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strategic level, and 62% scored at an intensive level. Out of this 16%, 13% of our K students scored proficient, 6% of our 1st graders scored proficient, 38% of our 2nd graders scored proficient, 21% of our 3rd graders scored proficient, 12% of our 4th graders scored proficient, and 9% of our 5th graders scored proficient. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of assessments used for universal screening and progress monitoring in grades K-6. They are standardized, efficient and extensively researched. In grades K - 1, the students are assessed on the following skills: letter recognition, phoneme segmentation, nonsense word fluency, initial sound fluency, oral reading fluency, and retell fluency. In grades 2-5, the students are assessed on nonsense word fluency (2nd grade), oral reading fluency, retell fluency, and reading comprehension.

Beginning-of-Year 2012-2013 DIBELS Data: 298 students tested (K-5 Grade)

62% tested at well below benchmark or intensive

22% tested at below benchmark or strategic

16% tested at benchmark

STAR Reading and Math Data:

According to our 2012-2013 STAR Reading data, 7% of our 1-5 graders scored at a proficient level. According to our 2012-2013 STAR Math data, 16% our 1-5 graders scored at a benchmark or proficient level. The majority of our students (84% in math and 93% in reading) scored well below the benchmark level.

2012-2013 STAR Reading Data: 351 students tested

7% of all 1-5 grade students scored at benchmark

93% of all 1-5 grade students scored well below benchmark

2012-2013 STAR Math Data: 352 students tested

16% of all 1 - 5 grade students scored at benchmark

84% of all 1-5 grade students scored well below benchmark

Demographic Data:

According to Carleton's demographic data for the 2011-2012 school year, our average number of students that attended school on a daily basis was 73.8%. Students with disabilities had a percentage of 77%. Those students that attended Carleton for less than a full academic year had a percentage of 66.7%.

Demographic Data based upon the 2011-2012 school year:

Average Attendance Trend by Subgroup

All students - 73.8%

Male - 73.7%

Female - 74%

Black - 73.9%

White - 51.1%

Asian - 67.3%

American Indian - 79.4%

Students with disabilities - 77%

Less than a Full Academic Year - 66.7%

STAR Test Results:

Star Math: There wasn't a significant difference in proficiency scores between our subgroups (gender, ethnicity, free lunch)

Star Reading: There wasn't a significant difference in proficiency scores between our subgroups (gender, ethnicity, free lunch)

Process Data:

Our CNA School Process Report shows that we need to implement our 2 big ideas , RTI with differentiated instruction and PLC with fidelity. Based upon our 2011-2012 SPR40, Carleton will focus on existing effective structures and processes to support systematic change focused on ensuring effective instruction, promoting parent engagement and involvement, addressing the social/emotional needs of our children, increasing positive attendance, focusing on promoting a positive culture and climate within the school, and providing job-embedded, data-

informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and assess impact.

### Perception Data:

Based upon surveys sent out to parents in 2011, the survey showed that 97% of our parents feel that our school is working toward providing a quality education where their children will succeed. Sixty-five percent of our parents feel that our school has slightly high expectations for students. As of this school year, we are in the process of developing additional surveys to administer to our students, parents, teachers, instructional support staff, and community members. We plan on administering these surveys three times throughout each school year. We will have all surveys ready to be administered by 01/2013.

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

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

The District will align the principal selection process for Priority Schools to the "two-year rule". The previous Principal of Carleton Elementary School retired. Ms. Williams is coming from another Detroit Public School, so this is her first year at Carleton.

Ms. Williams has been employed with Detroit Public Schools for 28 years and she has been a Principal for the past five years. Ms. Williams was placed at Carleton because the test scores at Carleton were low and the culture and climate of the school need a change. As a transformational leader Ms. Williams relies heavily on collecting and analyzing data in an effort to identify crucial problems that can be fixed quickly. After the problems have been identified, the School Improvement Team and Ms. Williams put together an action plan specifically stating the actions that need to be taken by every staff person for academic growth to occur. Academic growth, as viewed by Ms. Williams, will not occur unless all staff members are willing participants and the change that is needed is mandatory, not optional. Through data analysis, teacher evaluations, peer coaching opportunities, and shared leadership, Ms. Williams focuses all of the school's resources where they will best improve results, either via professional development, technology, material resources, extended day learning, and through the optimum use of staff. After analyzing Carleton's achievement data, process data, demographic data, and perception data from 2011-2012 and 2012-2013, Ms. Williams and the staff decided on implementing Professional Learning Communities and RTI in an effort to improve overall teaching and learning.

Principals are interviewed and evaluated each year. Her past record indicates that she has initiated dynamic changes that have positively impacted school climate and student achievement. Based upon her style of leadership and her yearly evaluation rating by the District, she was selected to continue her employment with DPS. The leadership evaluation plan is provided by the District for all principals. Principals are interviewed every year and are given a yearly contract with the District. Effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following: achieving prescribed student performance targets, management of budget - general purpose, school-based and federal; student attendance goals; suspension / expulsion goals; graduation goals; thoughtful implementation of program recommendations as a result of school diagnostic reviews; satisfactory completion and implementation of SIP academic plans; participation and engagement in prescribed professional development opportunities; and establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

Decisions regarding each principal's salary step advancement (i.e., compensation) and contract renewal will be based upon his/her performance with respect to the above indicators.

Ms. Williams' resume is as follows:

Objective: To obtain a position as a principal/program director in which a strong dedication to the total development of children, their educational needs and a high degree of enthusiasm can be fully utilized.

### Qualifications

Principal 2008 - Present Carleton, Stewart, Glazer and Fitzgerald Elementary Schools

\* Created an atmosphere of trust and a vision that changed the culture and climate of three schools

\* Held sleepovers to motivate children to do well on the MEAP and to address behavior modification

\* Planned a Harvest Hustle Night and other events to increase parental involvement in schools

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- \* Corrected, submitted and managed the school's budgets
- \* Prepared student and teacher schedules
- \* Interviewed and hired school personnel;
- \* Analyzed and interpreted data
- \* Worked collaboratively with the Resource Coordinating Team
- \* Discussed and implemented a successful Response to Intervention Plan for students
- \* Encouraged teachers to volunteer and provide instruction to At-Risk Students on Saturdays
- \* Completed Ed Yes and School Improvement Plans
- \* Conducted disciplinary hearings for students and staff
- \* Observed classrooms and made recommendations for improvement of instruction
- \* Attended and participated in LSCO parent meetings and conducted workshops for parents
- \* Developed parent's Chat n'Chew with the principal
- \* Conducted monthly student assemblies

Assistant Principal - 2006-2008 Fitzgerald prek-8, Detroit Board of Education

- \* Attended the Leadership Academy for aspiring principals (2008)
- \* Served as acting principal at Coffey Middle School;
- \* Presented guidelines for preparation and collection of Lesson plans, grade books, SMI's and Attendance Records
- \* Coordinated testing schedules for MEAP, MIP and Terra Nova
- \* Conducted classroom observations
- \* Attended workshops (reading First, MiBLSI, Title 1, PBS, Homeless Children, 504, etc.)
- \* Participated in the writing of the Skillman Grant
- \* Served as a School Improvement Team Member and the Positive Behavior Support Team (PBS)
- \* Coordinated and lead MEAP Rallies

Curriculum Leader 2003 - 2006 Dixon, and 1999 - 2003 at Lessenger

- \* Attended and completed the Leadership Academy for Aspiring Assistant Principals 2005-2006
- \* Completed payroll during the end of the 2005 school year
- \* Presented during staff professional development meetings
- \* Served as ATLAS Reform Initiative Coach
- \* Selected and served as facilitator of the Site Based Management Team Education

MA in Education Administration, Marygrove College, Detroit, Michigan, 1998

B.A. in English, University of Michigan, Ann Arbor

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

Evaluation Process / Tools: The District has developed new evaluation processes for teachers and school leaders that is based on the following: a set of professional standards, that define effective teaching and leadership, student achievement outcomes, and continuous improvement and accountability.

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

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

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

The rubric upon which all evaluations are based set clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in meaningful one-on-one and small group professional development.

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

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

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

Developing the capacity of school leaders to support improvements in teaching and learning, requires that principals have access to meaningful professional learning opportunities that are aligned to core competencies that define effective leadership and at the same time, meet each principal's individual learning needs. The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, in Jan. 2013 the District will begin the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by: Creating a shared vision of effective leadership, providing meaningful feedback to principals that support the refinement of their work, and providing a qualitative and quantitative data that drives the design/adjustments of the comprehensive principal professional development plan, and creating a system of accountability.

In addition, effective 08/2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement.

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

We are working on a plan that will be implemented during the 2013-2014 school year. The identification to reward school leaders, teachers and other staff will be rewarded based upon on student academic achievement. Empowerment, also referred to as shared decision-making, is essential to school reform and to the changing demands in a global world. The principal is our building leader who structures the climate to empower both teachers and students at the site. Empowerment translates into teacher leadership and exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. There are many ways our teachers are rewarded based on performance and student academic growth. It is important for all staff members to have a clear understanding of what they can expect and how they will be recognized for their work. A standard rubric focused on teaching and learning will be designed by the School Improvement Team and then it will be shared with the entire staff so that revision may occur if needed. We will publicly recognize the work of a teacher in the presence of his/her peers which in turn will hopefully improve motivation and self-esteem. Other types of public recognition include Teacher of the Month and Instructional Support Staff of the Month. The awardees will have their pictures displayed near the main office. Teachers and classrooms will be rewarded by public display for monthly attendance achievement and attendance achievement on assessments. The principal will also reward the teachers for two months of good attendance without an absence or tardy by covering his/her room for an hour. Rewarded teachers will be given an early dismissal day, the ability to park in the Principal's parking space, and a day to work in the office as the "Building Leader". Teachers that have increased student achievement will be highlighted in Carleton's weekly notes and newsletters. Highly effective teachers will receive an exceptional evaluation which is an incentive in itself.

Intrinsic awards will also be rewarded for teachers whom share a dedication to innovation and flexibility, and an openness to finding and implementing what works to increase academics. Teachers will be given time to collaboratively meet in learning teams as departments twice a month, usually after school, to discuss student assessments, curriculum materials, needs of the department, and ways to engage students in continuous learning. In these meetings, teachers meet in their subject areas so math or language arts teachers are working together.

Teachers work in learning teams in departments on common assessments that measure student learning. The school's teaching teams meet as learning teams twice a month to examine student growth and discuss ways to accelerate student achievement. Teachers who work at the same grade level and with the same group of students work to address individual student needs. Coverage is provided for the teachers by the administrators or instructional support staff. We will start our reward system in January of 2013. Additions or changes to the system will be implemented as we move forward from year-to-year.

Beginning fall of 2013, Teachers at Carleton Elementary School will have ample opportunities to take on leadership roles in the building as team leads. Teachers will have an opportunity for leadership by accepting the following titles: team lead for math, ELA, writing, and/or science. Each Team Lead will be responsible for his or her specific team and how the team's efforts align to our school-wide goals. The School Improvement Team, Principal, Academic Engagement Officer, and Instructional Specialist will meet regularly with the Team Leads and include the Team Leads in core decisions around school programs.

Teachers who do not show adequate student growth will be removed based upon the evaluation system that is in place. Administrators will conduct monthly walk throughs. Several formal observations will be conducted. Teachers will receive feedback at the conclusion of each observation. Recommendations will be made to each teacher, as needed. If there is no student growth on formal, informal, standardized assessments and learning cycle assessments then the teacher will receive a low evaluation scores. Teachers, who do not achieve or receive satisfactory ratings on their evaluation, will be removed.

Effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following: achieving prescribed student performance targets set by the District as measured by the State MEAP/MME. Targets will be composite as well as specific for each subgroup measured by the state examinations/assessments, management of budget, student attendance goals, suspension/expulsion goals, graduation goals, thoughtful implementation of program recommendations as a result of school diagnostic reviews, satisfactory completion of SIP academic plans, participation and engagement in prescribed PD opportunities, and establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state, and District assessments. Decisions regarding the principal's salary step advancement and contract renewal will

be based upon his/her performance (see above indicators).

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

The District will align the principal selection process for Priority Schools to the "two-year rule". The previous Principal of Carleton Elementary School retired. Ms. Williams is coming from another Detroit Public School, so this is her first year at Carleton.

Ms. Williams has been employed with Detroit Public Schools for 28 years and she has been a Principal for the past five years. Ms. Williams was placed at Carleton because the test scores at Carleton were low and the culture and climate of the school need a change. As a transformational leader Ms. Williams relies heavily on collecting and analyzing data in an effort to identify crucial problems that can be fixed quickly. After the problems have been identified, the School Improvement Team and Ms. Williams put together an action plan specifically stating the actions that need to be taken by every staff person for academic growth to occur. Academic growth, as viewed by Ms. Williams, will not occur unless all staff members are willing participants and the change that is needed is mandatory, not optional. Through data analysis, teacher evaluations, peer coaching opportunities, and shared leadership, Ms. Williams focuses all of the school's resources where they will best improve results, either via professional development, technology, material resources, extended day learning, and through the optimum use of staff. After analyzing Carleton's achievement data, process data, demographic data, and perception data from 2011-2012 and 2012-2013, Ms. Williams and the staff decided on implementing Professional Learning Communities and RTI in an effort to improve overall teaching and learning.

Principals are interviewed and evaluated each year. Her past record indicates that she has initiated dynamic changes that have positively impacted school climate and student achievement. Based upon her style of leadership and her yearly evaluation rating by the District, she was selected to continue her employment with DPS. The leadership evaluation plan is provided by the District for all principals. Principals are interviewed every year and are given a yearly contract with the District. Effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following: achieving prescribed student performance targets, management of budget - general purpose, school-based and federal; student attendance goals; suspension / expulsion goals; graduation goals; thoughtful implementation of program recommendations as a result of school diagnostic reviews; satisfactory completion and implementation of SIP academic plans; participation and engagement in prescribed professional development opportunities; and establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

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

Decisions for the professional development were based upon the needs of the building-level staff members and the analysis of the data collected from the standardized assessments. District Professional Development activities are aligned to the State Professional Development

Standards. We will be able to tell if individual goals for teachers are successful by looking at all of our student data assessments. Teachers are testing students in the beginning of the year, middle of the year, end of the year and in some instances, every four to six weeks. We will be able to chart the growth from these assessments. Successful goals will be evident when the administrators visit classrooms and see the improvement in lessons, hear the feedback of students and when there is improvement in student attendance, test scores and report card grades.

Ms. Williams, Carleton's principal, and her team believes in shared leadership, data-driven decision making, Professional Learning Communities, continuous job embedded professional development, quality instruction, instructional best practices, and as strong relationship between all parties within a school. The interview committee that consisted of the principal, the instructional specialist, and the union representative, interviewed and hired educational leaders that believe all students can achieve by reaching one student at a time through explicit and prescriptive teaching. The Leadership Team works closely with the School Improvement Team and looks closely at our school's achievement data (MEAP, MAP, DIBELS, STAR Tests, and formative assessments) to plan for continuous, job-embedded learning for educators so that the staff stays up to date on the most current research and best teaching practices. Ms. Williams empowers her fellow educators to inspire students to reach their full potential through building a deep and sustained commitment by each and every staff member. This type of commitment and dedication occurs by keeping all staff members involved in the decision making progress within the school. Through data analysis, the leadership team and the School Improvement Team will organize professional development for all staff members. Teachers will be encouraged to share their expertise with their colleagues through planned workshops, in-house walkthroughs with a clear and concise focus, grade level meetings, content area meetings, and consultant workshops.

The School Improvement Team will develop and implement Instructional Learning Cycles where achievement data is analyzed and a detailed action plan is written for the teachers to adhere to for 4-6 weeks. Teachers will progress monitor whatever skill is being taught. Academic achievement is constantly being monitored and instruction is adjusted if and when necessary. The School Improvement Plan and established action plans will guide and drive instruction and academic success so that all students can reach their full learning potential. Based upon Carleton's 2011-2012 MEAP scores, Beginning of Year STAR Reading and Math scores, Beginning of Year DIBELS scores, the School Improvement Team will plan to provide Carleton's staff professional development focused on the following areas: DI, Data Planning to Drive Instruction, teaching via math manipulatives, RTI, Writing, Professional Learning Communities, and Common Core State Standards. Wayne RESA Consultants and a Michigan State Intervention Specialist will be available to provide professional development on the School Improvement Framework and Common Core data digs.

The Instructional Specialist will schedule quarterly in-house walkthroughs that focus on what the main point of observation will be and she will provide a visitation schedule. The Carleton staff uses this type of observation - teachers observing teachers- as a form of professional development that improves teaching practices and student performance. There are many benefits of learning by observing - for teachers, administrators, and the school. As a result of in-house walkthroughs, administrators benefit from the opportunity for reflective dialogue with and among teachers, an increased sense of shared responsibility, and increased trust and collegiality among staff, and participation in a professional and collaborative learning community. Teachers will benefit from a peer coaching opportunity to engage in reflective dialogue about their work, improvement of classroom practices, support from a peer who understands the daily demands of the classroom, and the participation in a professional and collaborative learning community. The school benefits from an increased collaboration among teachers, the establishment of a professional learning community, and increased focus on student achievement, and an enthusiasm for the teaching profession.

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

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school

times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

Transformation schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes. Highly effective teachers will be identified on the evaluation tool that they receive in June. Other opportunities for promotion or career growth include: participating on the School Improvement Team, taking on the leadership role as a school committee chairperson, attend the Train the Trainer Workshops for core content areas.

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

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

Flexible Working Conditions: The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program and addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for Teachers struggling with medical related factors.

At Carleton Elementary we believe in embedding intrinsic career growth opportunities in the day-to-day organization of the school. We also know when a staff shares a common vision it positively affects the culture of the school and the retention of the staff.

All staff members are encouraged to accept leadership roles in the form of committee chair people, student teacher or colleague mentors, professional development facilitators, participating in collegial walkthroughs, becoming a team lead for math, ELA, and/or Special Education, and sharing in the interview process with the principal. Ineffective teachers will have the opportunity to visit with their peers and see how effective instruction actually looks by partaking in Carleton's In-House Walkthroughs scheduled for three times each school year. Staff members are part of the decision making process. Their opinions and ideas are sought out through surveys, open forums, teams, and open door communication with the principal.

The transformation/turnaround schools will work in conjunction with the Detroit Public Schools (DPS) Talent Acquisition Department, (TAD) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff. Highly effective teachers will become the leaders of teams and committees. They will serve on the School Improvement team. Their names will be included in weekly notes and newsletters to the parents identifying/promoting their accomplishments and the accomplishments of the student. Highly effective teachers will serve as mentors and will lead workshops. They will have high scores on their beginning, middle and end of the year evaluation tool.

Ineffective teachers will have the opportunity to visit with their peers and see how effective instruction actually looks. They will be assigned a mentor. Ineffective teachers will be allowed to visit teachers in their content area within other school settings. They will be offered PD opportunities and have the support of our Instructional Specialist.

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## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

The staff will administer the STAR Early Literacy (K-1), STAR Reading (2-5), STAR Math (1-5), DIBELS (K-5), BURST (K-3), and TRC (4-5) screening assessments during the first month of school and use the results of these assessments to identify the students that need additional explicit and systematic instruction beyond the literacy or math block or those students identified as at-risk of not meeting proficiency. We will develop a screener assessment and summative assessments for social studies and science for grades 1 - 5. Students will be progress monitored via quick writes in science and social studies. We will develop writing rubrics for each subject and for each grade. The writing samples will be scored during a staff meeting in October, February, and May. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students. Based upon the DIBELS and STAR Math data, the students identified as high needs will receive TIER II instruction, which is an additional 50 minutes of instruction outside of the TIER I literacy block and/or math block of 90 minutes. If needed, these students will be given TIER III instruction, which is an additional 15 minutes of instruction beyond the literacy block and/or math block. TIER II instruction or small group instruction will be provided for those students whom effective core classroom instruction is simply not sufficient. TIER II efforts will be designed to supplement and enhance, not replace, TIER I core teaching. School Service Assistants will be trained by the instructional specialist and assigned to support TIER II efforts with small groups of students with homogenous needs. The Instructional Specialist will also work with TIER II groups for reading and math. The core curriculum is scaffolded for TIER II instruction and BURST instruction is taught during TIER III instruction. TIER III instruction will be implemented by school service assistants through the coaching of the Instructional Specialist. This tiered instructional approach will be rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards and the Common Core, informed by research-based curricula that is implemented with fidelity and paced intelligently. The staff will engage in collaborative efforts to mount, analyze, refine, and sustain quick improvement efforts. Biweekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. Every 5 to 6 weeks, the content area teachers for reading and math will meet during a content area meeting / PLC meeting and review the most current student progress monitoring data and determine the new RTI groups for the next round of RTI. (RTI - Haager, Diane et al. Evidence Based Reading Practices for Response to Intervention. Brooks Publishing, 2007)

The screener assessments and core curriculum assessments that we administered to our students are aligned to state standards. Once each child is tested, the teachers print out an instructional learning plan for each student. The Instructional Learning Plan includes specific GLCES and/or objectives linked to state standards and each child's area of weakness. During TIER II instruction, the teacher(s) will use the identified GLCE's or objectives to drive their instruction in an effort to provide prescriptive and differentiated instruction.

The School Improvement Team will continuously review the state standards and the Common Core Standards. Through summative and formative assessments and surveys, this team will review and re-evaluate student progress on a consistent basis (every 6 weeks) via the learning cycle. Our School Improvement Facilitator, Intervention Specialist, and Instructional Specialist will support our data digging efforts. The team will review the curriculum on a quarterly basis; this review process will coincide with the District's MAP Assessment. During this review process, the SI Team will look at the goals set in the SIP and look to see if the measurable targeted objectives have been met. Teachers will have continued use of data in content area meetings / PLC meetings, grade level team meetings / PLC meetings and in whole group staff meetings. We will have data digs with our Intervention Specialist from the State of Michigan.

The staff will have PD in Differentiated Learning. Staff members will have the opportunities to visit classrooms of the peers to see DI implemented. We will also have staff meeting time designated for presentation of Differentiated lessons with fidelity so staff can learn from each other. PD360 videos on differentiated instruction will be viewed during various PLC meetings.

Over the next 2 years, we will incorporate the Common Core Standards into our instructional program via a new literacy program, professional development to understand the Common Core, PD360 videos focused on the Common Core will be shared with staff during

various PLC meetings, and the Survey of Enacted Curriculum (SEC) which will provide the teachers at each grade level a detailed set of indicators that support their reflection on their instructional practices and will help with future planning. Teachers will have an opportunity to compare their own practice to the practice reported by other teachers in our school, district, state, and/or across the nation. The Survey of Enacted Curriculum (SEC) will allow teachers to explicitly see how their instruction aligns with the Common Core State Standards. Teachers will be able to target certain focus areas within the Common Core State Standards a bit more if needed, or by using a different technique if needed. The SEC will provide a detailed analysis of how instruction varies among teachers within a content area or within a grade level and most instructional practices are used most often and least often.

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

The staff will administer the STAR Early Literacy (K-1), STAR Reading (2-5), STAR Math (1-5), DIBELS (K-5), BURST (K-3), TRC (4-5), and teacher made science and social studies screening assessments during the first month of school and we will use the results of these assessments to identify the students that need additional explicit and systematic instruction beyond the literacy block or those students identified as at-risk of not meeting proficiency. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students. These students will receive TIER II instruction, which is an additional 60 minutes of instruction outside of the literacy block and/or math block. If needed, these students will be given TIER III instruction, which is an additional 15 minutes of instruction beyond the literacy block and/or math block. Each tier of the RTI model represents a greater intensity of services and problem solving and more frequent data collection. TIER II instruction or small group instruction will be provided for those students whom effective core classroom instruction is simply not sufficient. School Service Assistants will be trained by the instructional specialist and assigned to support TIER II efforts with small groups of youngsters with homogenous needs. The students that meet each grade levels benchmark goals in reading and/or math will receive instruction that challenges their thinking beyond the benchmark level. Biweekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. ---RTI - Haager, Diane et al. Evidence Based Reading Practices for Response to Intervention. Brooks Publishing, 2007

Tier I instruction is designed as highly effective instruction for all students. Implementation of TIER I instruction rests strongly on the concepts of differentiated instruction. The Carleton faculty is committed to addressing all student needs by differentiating instruction relative to delivery, time, process, product, and/or learning environment. As a key component of tiered instruction, the faculty will work collaboratively to identify the differentiated learning needs of the students based upon formative and summative assessments to provide differentiation and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals. Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc; differentiating the time for identified students to complete the learning activities; differentiating the work students will submit as evidence of their learning; and /or differentiating the content. --- Tomlinson, C.A. (2003). Differentiating instruction for academic diversity. Classroom teaching skills, 7th Ed. , J.M. Cooper (Ed), 149-180. Boston: Houghton Mifflin.

Recently, there have been attempts to examine the effectiveness of family interventions (e.g., parent tutoring interventions, parent training programs) and school-family collaborative interventions (e.g., consultation, family-school partnership programs) for improving students' academic performance and/or behavior at school (Carlson & Christenson, 2005; Henderson & Mapp, 2002; Nye, Turner, & Schwartz, 2007). Although empirical evaluation and synthesis of such programs is relatively recent and more work is needed, results of these initial examinations may serve to inform practice in schools and are relevant to educators as they endeavor to work with families to support student learning in RTI models.

Reflective collaboration will be the norm amongst Carleton's staff. We are committed to using data to guide our work and so we will allocate time for teachers to meet, discuss, and reflect upon data, and make informed instructional decisions based upon the data. Based upon current demographic data, process data, achievement data, and perception data, the teachers and instructional staff will implement a RTI plan, continuously evaluate the impact of the plan via progress monitoring, adjust instruction to better meet the needs of the students, and try

again. Data is the key to continuous improvement. We will use data to focus our instructional goals, collect data in an effort to examine the impact of TIER II and/or TIER III instruction, and finally we will study the feedback offered by our data in an effort to refine our strategies or RTI plans if needed. RTI will be an ongoing and continuous learning cycle for all parties involved.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Beginning the fall of the 2012-2013 school year, teachers will take 2 prep periods a week, instead of 4 prep periods. This allows for an extra 100 minutes per week of instructional time spent in the core subject classrooms and the opportunity for RTI to flow smoothly. Also, we open Carleton's doors at 8:15 a.m. instead of 8:30 a.m. in an effort to serve breakfast to the students before the start of the school day. Serving breakfast in the classroom at 8:30 a.m. cut into much needed instructional time. Beginning this school year, the district has mandated that all instructional staff set aside 2 hours each Wednesday for a staff meeting, professional development, and/or collaborative planning time which added an additional 60 minutes to the school day. This school year, Friday's common prep period has been eliminated, providing an additional 50 minutes of weekly time spent for mentoring and building relationships between all staff and all students. During the mentoring hour enrichment opportunities are available for all students. We will also be extending our school year an additional 4 weeks. So the last day for students will be July 12, 2013 instead of June 14, 2013. Students will also receive an additional 2 weeks of academic instruction during the summer and instruction focused on their weaknesses in the form of after school tutoring. Tutoring will run from October to December and from March to May.

In order for RTI to be successful, we will need the support of our students' parents. When family-school partnerships are included as part of RTI, each subsequent tier also represents greater frequency of communication and joint problem solving among families and educators. In RTI, each subsequent level will require greater amounts of time, commitment, and contribution from parents and the school. The Instructional Specialist will host three meetings a month to meet with parents of whom their children are receiving TIER II or TIER III instruction. During these informal and informative meetings, the Instructional Specialist will share data, introduce activities, and model strategies that could be done at home with parental support. RTI is an exciting reform for several reasons, including the opportunity to engage and work with families at the first sign of student difficulties. If the model is functioning well, by the time a student reaches the point of a comprehensive evaluation or is in need of Tier 3 intervention families and educators have long-established, positive, engaged relationships that center around supporting student learning, sharing of data and decision making, interventions, and collaborative problem solving as a Professional Learning Community.

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

Ms. Williams, the principal, the Leadership Team, and the School Improvement Team, which includes three parents, will work on building strong, effective relationships between the school, the parents, and the community for the purpose of student academic success. Similar to developing a Leadership Team, we will develop an Action Team for Partnerships (ATP). This Action Team for Partnerships will be dedicated to strengthening the existing ties between the school and the community and creating new ones. Several members of the School Improvement Team, several teachers from different grade levels, two or three school service assistants, the school support staff, and a few parents will make up the ATP. The hope is that by having so many different members that fill different roles within the school that the ATP will do what's best for all parties involved, especially for the students. Similar to the School Improvement Plan, the ATP of the school will develop a one year action plan. This plan will not become official until it is shared with all teachers, parents, students and involved community members. It is the ATP's job to continually monitor, evaluate, and improve the action plan to meet the current needs of the students.

By developing a strong relationship with our attendance officer, we will develop strategies for improving student absences through a deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance. We will provide incentives for perfect attendance by opening up a token gift store. Instructional time is also lost due to suspensions and in an effort to increase instructional time, we agree to commit to a set of practices that protect instructional time, regardless of the external threats, by:

- Setting clear expectations for students' behaviors from day one, including supporting a clearly defined, fully implemented and well-supported student behavior model (Positive Behavior Support model) that helps minimize disruptive behaviors.
- Developing in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time. This will be offered to students with minor offenses.

The Instructional Specialist will offer monthly meetings with parents to review their child's academic strengths and weaknesses and discuss/model strategies to strengthen the child's weaknesses. During these meetings, the Instructional Specialist will educate the parents so they understand what the school and their children need to achieve academic success. Parents will be taught ways to help their children with reading, math, learning skills, and appropriate school behavior. Carleton's parent organization or LSCO will meet on a monthly basis to review the ATP's action plan amongst other items. The principal will hold monthly informal 'Chat-N-Chew' meetings with the parents. The purpose of the Chat-N-Chew meetings is to build long lasting relationships between school and family. As part of the ATP action plan, parents will be invited to school events such as Carleton's Harvest Hustle, Zumba Night, school-wide holiday programs, curriculum nights, and the Parent Talent Night. The Volunteer Reading Corp Tutors which consist of community members will visit Carleton on a weekly basis to tutor our most intensive PreK, K, 1st, and 2nd graders in reading. The entire staff of Carleton is committed to mentoring a small group of children on a weekly basis. The mentoring hour is scheduled for the last hour of every Friday. The mentoring continues with a group of volunteers known as the Men of Carleton. This group consists of teachers, fathers, uncles, grandfathers, and community members. The parents will also be invited to partake in a monthly Drop Everything and Read (DEAR) Activity with their children.

We will hold a Title 1 meeting in October (annually), inviting and encouraging all parents to attend. This meeting will coincide with Carleton's Open House / Curriculum Night. Parent workshops will be planned and implemented through a school partnership with the LSCO. In addition, parents will be invited to volunteer in the building. Parents will help develop and sign a parent compact which indicates they agree to be involved in the school. Besides developing a parent compact, a committee will be formed to write a revised parent handbook. The handbook will consist of hands-on activities for parents to participate in with their children. Parents will be encouraged to be visible in the school and their support will be verified through increased attendance at parent-teacher conferences, open houses, school programs, and as volunteers.

Parents will also be given two surveys throughout the school year to assess their needs as it pertains to professional development and extracurricular activities. Parents and community members will be invited to attend monthly LSCO meetings at flexible times that are designed to support and encourage the involvement of all parents. Parents are given monthly calendars that share information about programs and activities within the school. A parent room will be accessible to all parents for computer use, meetings, and/or trainings.

A survey was issued to parents during our Open House/Annual Title 1 meeting. There were also discussion at the November 2012 Parent Meeting that addressed the parent's wants and needs for the 2012 - 2013 school year. We also formed a Parent Involvement Committee within our school where a group of staff members will meet and discuss parents and plans to increase their involvement in our school and around the committee. A suggestion box will also be purchased and made available to our parents. Additionally, we have asked parents to serve as members of our School Improvement Team.

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

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

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

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

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

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

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

# Assurances Report

## Michigan Department of Education Assurances

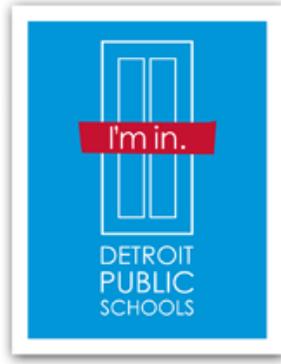
### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<a href="#">Detroit_Educator_Evaluation_Process_Manual(revised)[1].pdf</a>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<a href="#">Carleton_Elementary_School_professional_development - Final Copy.doc</a> <a href="#">Carleton_Elementary_School_professional_development - Final Copy.doc</a>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	For the 2012-2013 school year, teachers are given 2 prep periods a week, instead of 4 prep periods. This allows for an extra 100 minutes of instructional time spent in the core subject classrooms and the opportunity for RTI to flow smoothly. Also, we open Carleton's doors at 8:15 a.m. instead of 8:30 a.m. in an effort to serve breakfast to the students before the start of the school day. Serving breakfast in the classroom at 8:30 a.m. cut into much needed instructional time. Beginning this school year, the district has mandated that all instructional staff set aside 2 hours each Wednesday for <a href="#">Carleton's Schedule 2012-2013.pdf</a>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	<a href="#">Carleton's Schedule 2012-2013.pdf</a>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	<a href="#">Carleton_Elementary_School_PD_Schedule[1].doc</a>

**Reform Redesign Report**

Carleton Elementary School

<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p><u>DAEOE.LOA.PrioritySchools[1].pd</u> f -</p>
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## Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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## Overview

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

### The Purpose of Evaluations:

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

## Why We Need an Updated Teacher Evaluation System

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

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

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

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

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



## Executive Order

### DETROIT PUBLIC SCHOOLS

Roy S. Roberts  
Emergency Manager

#### ORDER

#### Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

**IT IS HEREBY ORDERED:**

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

**NEW POLICY**

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



## Michigan Law

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

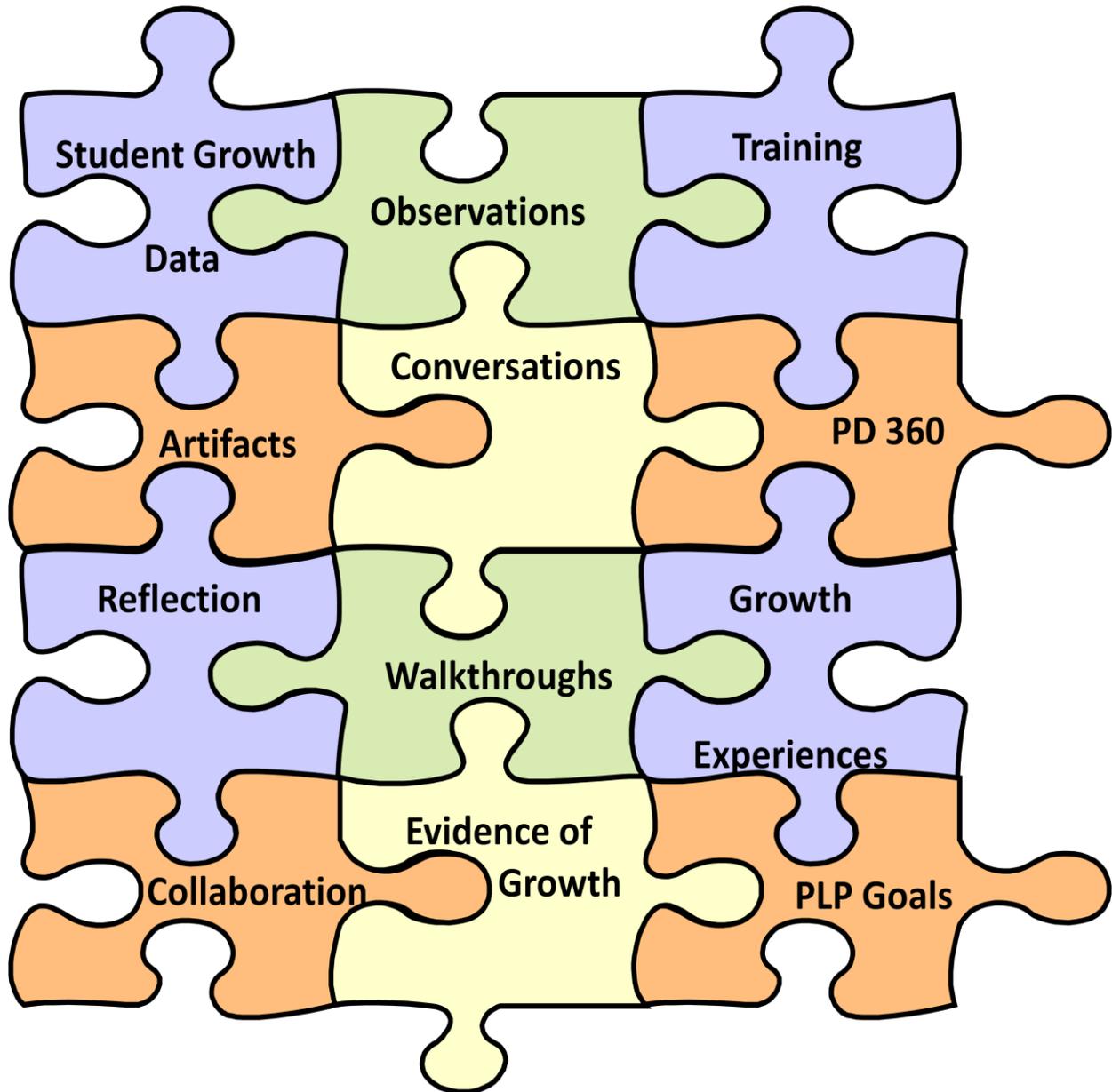
### *380.1249 Performance Evaluation System.*

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

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



Pieces of the Teacher Evaluation Process





## Five Core Elements

### I. Demonstrated Pedagogical Skills

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

### II. Student Growth as Predominant Factor

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

### III. Classroom Management

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

### IV. Relevant Special Training

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

### V. Educator Responsibilities

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

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

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



## Performance Level Ratings

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

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

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

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

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



## Student Growth Information

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

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

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

### LIST OF DATA SOURCES

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



## Observer Guidelines

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

### September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

### Support and assist teachers

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

## **April-May**

### Conduct end-of-year observation

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

### Conduct teacher conference

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

### Complete Annual Rating Form

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

## **June – June**

### Year-Round Activities

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



### Request for Assistance and Support

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

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

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

**AREA(S) OF CONCERN:**

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

**SUPPORT PROVIDED:**

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

**SUPPORT REQUESTED:**

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

Principal’s Signature

Request Date

School Phone No.



**Teacher Evaluation At - A - Glance**

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

### **PD360 and OBSERVATION360**

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

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

To access PD 360, click on this hyperlink: [www.pd360.com](http://www.pd360.com). Each staff member has a username and password. The username is your dps email address and the initial password is pd360.

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

### **FORMS**

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

## Teacher Evaluation Rubric Overview

### CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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



### **CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR**

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

### **CORE ELEMENT III. CLASSROOM MANAGEMENT**

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



#### **CORE ELEMENT IV. RELEVANT SPECIAL TRAINING**

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

#### **CORE ELEMENT V. EDUCATOR RESPONSIBILITIES**

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

**Professional Learning Plan**

School Year: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

File ID#: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

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

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

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





Calculation and Reporting

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

Computing Annual Rating for Teacher Performance

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

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

Table with 4 columns: Element Name, Multiplier (x), Weight, and Score Line. Rows include Element 1-5 Summary Rating Scores and a TOTAL ABOVE row.

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

Rating Scale

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

Effectiveness Label:

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

Attendance & Discipline

Number of Absences \_\_\_\_\_ Number of Tardies \_\_\_\_\_
Disciplinary Incidents \_\_\_\_\_ Written Reprimands \_\_\_\_\_
(Attach documentation) (Attach documentation)

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

Four horizontal lines for listing contributions and accomplishments.

Evaluator Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_



**RETENTION RATING SCORING**

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

The following four categories will have the following ratings:

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

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

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

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

**ATTENDANCE  
(for the past fiscal year<sup>1</sup>)**

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

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

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

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

## Carleton Elementary School

### We can. We Will. Do Our Best! No Excuses!

- November 7, 2012 Parents - Academic Strengths and Weakness Workshop
- November 7, 2012 Grade-Level Meetings - Develop Common Assessment Tests in Writing, Science, and Social Studies
- November 12, 2012 In-House Walk Through/Professional Learning Community
- November 13, 2012 Parents - Academic Strengths and Weakness Workshop, In- house Walk Through/Professional Learning Community
- November 14, 2012 In- House Walk Through/Professional Learning Community
- November 14, 2012 Committee Meetings - Continue Development of Assessment Test in Writing, Science and Social Studies
- November 15, 2012 In- House Walk Through/Professional Learning Community
- *November 17, 2012 Data Driven Dialogue - Workshop for Principals*
- November 20, 2012 Parents - Academic Strengths and Weakness Workshop
- November 28, 2012 Reform, Redesign Planning Meeting
- *December 1, 2012 Elevating the Essential to Radically Improve Student Learning - Workshop for Principals*
- December 4, 2012 Parents - Academic Strengths and Weakness Workshop
- December 5, 2012 Progress Reports/ Data Folders updated & preparation for Parent Teacher Conferences
- December 11, 2012 Parents - Academic Strengths and Weakness Workshop
- December 12, 2012 School Improvement Team - Data Dig  
  
With Nancy Fenton - Rest of staff - Grade Level Teams - Assessments continued

- *December 15, 2012*      *School Turnaround - Workshop for Principals*
- January 9, 2013      Content Area Meeting - Share Student Work & Successful Teaching Strategies
- January 10, 2013      Parent Workshop - Parenting With Love and Logic
- January 15, 2013      Parents - Academic Strengths and Weakness Workshop
- January 16, 2013      Grade Level Teams - Field Trip Planning, Paperwork Completion & Submission
- January 23, 2013      School Improvement Team and Committee Meetings
- January 26, 2013      Parent Literacy Workshop with our Instructional Specialist 9:00 - 12:00
- January 29, 2013      Parents - Academic Strengths and Weakness Workshop
- January 30, 2013      Nancy Fenton - Data Dig with the entire Staff
- February 5, 2013      Parents - Academic Strengths and Weakness Workshop
- February 7, 2013      Parent Workshop - Roots of Underachievement
- February 12, 2013      Parents - Academic Strengths and Weakness Workshop
- February 13, 2013      General Staff Meeting - Data Digs - PD 360 on Professional Learning Communities
- February 27, 2013      School Improvement Team Meeting - Grade Level Team Meetings - Professional Learning Communities
- **March 2, 2013**      **Staff Professional Development - Professional Learning Communities - SDE Presenting**
- March 5, 2013      Parents - Academic Strengths and Weakness Workshop
- March 6, 2013      Content Area Meetings & Learning Cycle Planning
- March 12, 2013      Parents - Academic Strengths and Weakness Workshop
- March 13, 2013      Staff Meeting - PLC implementation discussion

- **March 16, 2013** **Staff Professional Development - RTI - SDE Presenters**
- March 19, 2013 District-wide Staff Professional Development
- March 20, 2013 MEAP Gap Analysis
- March 26, 2013 Parents - Academic Strengths and Weaknesses  
Workshop
- March 27, 2013 School Improvement Team and Grade Level Team  
Meetings
- April 9, 2013 Parents - Academic Strengths and Weakness Workshop
- April 10, 2013 Learning Cycle Planning
- **April 13, 2013** **Staff Professional Development - Common Core - SDE**
- April 16, 2013 Parents - Academic Strengths and Weakness Workshop
- April 18, 2013 Parent Workshop - Parenting with Love \And Logic
- April 23, 2013 Parents - Academic Strengths and Weakness Workshop
- April 24, 2013 School Improvement Team Meeting
- **April 27, 2013** **Staff Professional Development - DI - SDE Presenting**
- May 1, 2013 Content Area Meetings - Sharing Successful lessons and  
Student work
- May 8, 2013 Grade Level Meetings
- May 15, 2013 School Improvement Team and Grade Level Meetings
- May 18, 2013 Parent Literacy Workshop with our Instructional Specialist  
from 9:00 - 12:00
- May 22, 2013 School Improvement Plan/2012-2013 Calendar Year  
Evaluation - Strategies and Ideas for Improvement
- June 5, 2013 Calendar and Event Planning for 2013 - 2014 School Year

- June 12, 2013 Closing Notes - Closing 2012 - 2013 and  
Additional planning for 2013 - 2014

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- August 26, 2013 Committee formation, Team Building, MEAP Data Analysis
- September 4, 2013 MEAP Data Analysis - Strategies to close the Gap
- September 11, 2013 Committees - Open House, MEAP Rally, Count Day Plans
- **September 14, 2013** **Assessment: rigorous, Instructional, Varied, Frequent &  
Formative - SDE**
- September 18, 2013 Content Area Meetings - covering 9/14/13 PD
- September 25, 2013 General Staff Meeting - Open House/MEAP Rally/School  
Improvement Team Meeting
- **September 28, 2013** **Struggling and Underprepared Students - SDE**
- October 9, 2013 Content Area Meetings - Covering 9-28/13 PD
- **October 12, 2013** **Project-Based Learning - SDE**
- October 16, 2013 Content Area Meetings - Covering 11/12/13 PD
- October 23, 2013 Content Area Meeting - Student Work/School  
Improvement Team Meeting
- November 6, 2013 Grade Level Meetings
- November 13, 2013 Data Dialogues and the Learning Cycle ELA & Math
- November 27, 2013 School Improvement Team Meeting/Committees
- December 4, 2013 Grade Level Teams- Themes/Projects
- December 11, 2013 School Improvement Team/Grade Level Teams Meeting -  
Themes/Projects
- January 8, 2014 General Staff Meeting
- January 15, 2014 Content Area Meetings/Teaching Strategies that Work
- January 22, 2014 Grade Level Meetings
- January 29, 2014 School Improvement Team meeting
- February 5, 2014 PD 360 Video Presentation and Discussion
- February 12, 2014 Mini - Lesson Presentations
- February 26, 2014 School Improvement Team Meeting
- March 5, 2014 Discussion of Reading from assigned book
- March 12, 2014 Mini - Lesson Presentations
- March 18, 2012 District-Wide Staff Professional Development
- March 19, 2014 MEAP Gap Analysis
- March 26, 2014 School Improvement Team Meeting
- April 9, 2014 Learning Cycles Planning

- April 16, 2014 Mini - Lesson Presentations
- April 23, 2014 Discussion of Reading of assigned text
- April 30, 2014 School Improvement Team Meeting
- May 7, 2014 PD 360 Video and Discussion
- May 14, 2014 Grade Level Meetings
- May 21, 2014 School Improvement Team Meeting
- May 28, 2014 2013 - 2014 School Improvement Plan Evaluation - Strategies and Ideas for Improvement
- June 4, 2014 Calendar and Event Planning for 2014 - 2015 School Year
- June 11, 2014 Closing Notes and additional Planning for 2014 - 2015

Detroit Public Schools Professional Development 2012-2013 Calendar

Date	Title	Number of Sessions	Number of Days	Number of Participants
<b>Social Studies Offerings</b>				
9/13, 10/11, 11/8, & 12/13/2012	Intro to GIS	4	4	100
9/14/2012 & 9/15/2012	African American Child Symposium	2	2	300
9/17 & 9/20/2012	Online MEAP Test & Prep	2	2	50
9/18 & 9/20/2012	Anti-Bullying	2	2	100
9/25/12	Social Studies Gr K-2	1	1	50
9/27/12	Social Studies Gr 3-4/Michigan & Communities	1	1	50
	Social Studies Gr 6-7/Eastern & Western Hemispheres	1	1	50
10/2012 - 3/2012	Social Studies Lead Tchrs	6	6	300
<b>Literacy Offerings</b>				
10/2 & 10/9/2012	Content Area Reading and Writing (Fall)	4	2	200
10/4 & 10/11/12	Adolescent Literacy (Fall)	4	2	200
11/8 & 11/15/2012	Direct Interactive Instruction	2	2	100
1/14 & 1/15/2013	CCSS Reading: Key Ideas and Details	2	2	100
1/28 & 1/29/2013	CCSS Reading: Craft and Structure	2	2	100
2/4 &	Content Area Reading and Writing (Spring)	2	2	100

2/11/2013				
2/6 & 2/13/2013	Adolescent Literacy (Spring)	2	2	100
2/11 & 2/12/2013	CCSS Reading: Integration of Knowledge & Ideas	2	2	100
3/4 & 3/14/2013	CCSS Reading: Text Complexity	2	2	100
3/7 & 3/14/2013	Direct Interactive Instruction	2	2	100
3/11 & 3/12/2013	CCSS Writing: Text Types and Purposes	2	2	100
3/18 & 3/19/2013	CCSS Writing: Production & Distribution of Writing	2	2	100
3/25 & 3/26/2013	CCSS Writing: Research to Build & Present Knowledge	2	2	100
4/15 & 4/16/2013	CCSS Writing: Range of Writing	2	2	100
<b>Science Offerings</b>				
Jan - May 2013	Poverty Parts 1-5	5	5	100
24-Jan-12	Orientation for AWIM	1	1	30
7-Feb-12	Orientation for GEE	1	1	30
14-Feb-12	You Be the Chemist (Tentative)	1	1	50
Feb-May 2013	FOSS Kits Parts 1 & 2- A & B Group	4	4	100
October - May 2013	Science Champions 1-9	9	9	80
4-Oct-12	Science Fairs 101 & 102	1	1	50
8-Oct-12	Woodrow Wilson Mentors (Monthly Meetings)	8	8	30
9-Oct-12	New Teacher Orientation	2	2	25
10-Oct-12	Future City	1	1	30
10-Oct-12	Future City Orientation	1	1	25
13-Oct-12	Using Technology to Close the Gap pts. 1-7	1	1	30
18-Oct-12	Planning Science Fairs	1	1	25
22-Oct-12	Reflecting on Best Practices in Science Today 1-4	4	4	100
23-Oct-12	Arts & Scraps Science	1	1	25
23-Oct-12	Authentic Literacy	2	2	25
27-Nov-12	Feeder Professional Learning Communities	2	2	50
6-Dec-12	A Zoo in My School???	2	2	50
7-Jan-13	Got Science???	2	2	50
31-Jan-13	Creating Rigorous, Relevant & Engaging Lessons	2	2	50
7-Feb-13	The Science of Love & Learning: The 5 Love Languages for Children	2	2	30
21-Mar-13	U of M Environmental Interpretive Center	1	1	30
11-Apr-13	The Science of Good Health	1	1	50
25-Apr-13	The Science of Safety	1	1	50

2-May-13	Using Technology the "SPARK" Way	1	1	50
6-May-13	Putting the 7 E's All Together in Science K-12	1	1	25
16-May-13	Special Event	1	1	100
4/8/2013	E-7 Expanding Student Growth in Science K-12	1	1	30
12/3/2012	E-3 Exploration Activities in Science K-12	1	1	30
2/4/2013	E-5 Elaborating & Applying Science Concepts K-12	1	1	30
1/7/2013	E-4 Writing Explanations in Science K-12	1	1	30
3/4/2013	E-6 Developing Evaluations Tools in Science K-12	1	1	30
11/5/2012	E-2 Engaging / Do Now Activities in Science K-12	1	1	30
10/5/2012	E-1 Eliciting Prior Knowledge in Science K-12	1	1	30
<b>Mathematics PD Offerings</b>				
9/15/12	Cross Curricular Connections	5	5	100
9/25/12	Carnegie Learning	3	3	\$25
9/25/12	How to effectively facilitate a Mathematics Professional Development (Train-the-trainers)	5	5	40
10/16/12	Incorporate Key Literacy Strategies as a Part of a Daily Mathematics	5	5	40
10/19/12	How to Incorporate Best Practices and Pedagogy - Series 1	5	5	25
10/29/12	How to Incorporate Best Practices and Pedagogy - Series 2	5	5	25
11/1/12	Train-the-Trainer (Tinkerplots & Geometer's Sketchpad) Grades 3-12	1	1	100
11/1/12	Differentiated Instruction (NCTM Illuminations and Geometer's Sketchpad)	5	5	25
11/13/12	Differentiated Instruction with Tinkerplots Grades 3-5	5	5	25
11/19/12	Algebra 1 - 8th Grade Implementation	5	5	40
11/27/12	Ratios, Proportions, and Proportional Reasoning	5	5	40
12/6/12	Number and Numeration for Teaching Mathematics	5	5	40
1/5/00	Addition and Subtraction for Teaching Mathematics	5	5	40
1/15/13	Functions for Teaching Mathematics (Series I)	5	5	40
2/26/13	Rational Numbers for Teaching Mathematics	5	5	40
2/28/13	Teaching for Geometry (Geometer's Sketchpad, version 5)	5	5	40
3/9/13	Blended Mathematics Instructional Technology (Blackboard Collaborate)	5	5	40
3/19/13	A World in Motion Training	2	2	40
4/9/13	Multiplication and Division for Teaching Mathematics	5	5	40
4/9/13	Teaching for Geometry (Geometer's Sketchpad)	5	5	40
4/27/13	Series II Blended Mathematics Instructional Technology	5	5	25
5/14/13	Algebraic Thinking for Teaching Mathematics	5	5	40
<b>More PD Offerings</b>				
9/24/12	Inter-Rater Reliability Training	9	5	250
9/26/12	New Teacher Orientation - Technical Assistance	2	1	80
10/4/12	Data Clinic - Analyzing Data from Standardized Tests	3	3	150
10/5 - 10/30/12	Inter-Rater Reliability Coaching Sessions	84	21	200

10/11/12	New Teacher Orientation - Classroom Organization	2	1	80
10/16/12	New Teacher GradeBook Training	2	1	80
10/18/12	New Teacher Orientation - Behavior Management	2	1	80
10/25/12	New Teacher Best Practices Series	2	1	80
11/1/12	National Board Take One Portfolio Development	6	6	25
11/6/12	Effective Teacher Series - Exploring Tenants of Professional Practice	8	8	100
11/6/12	Paraprofessional Training- Roles and Responsibilities of Paraprofessionals	1	1	270
11/12/12	New Teacher Learning Village Training	2	1	80
11/13/12	How to Build a Portfolio in PD360	4	4	200
11/14/12	New Teacher Data Director Series	2	2	80
12/4 - 12/15/12	Train-the-Trainer Series for Professional Developers	3	3	25
12/4/12	Paraprofessional Training- Utilizing Technology to Increase Student Achievement	4	4	200
12/5/12	Refresher Skills - Classroom Management for Veteran Teachers	2	2	100
12/7/12	Observation 360 Reports	4	4	90
12/8/12	Utilizing PD360 to Track Professional Growth	4	4	200
12/12/12	Paraprofessional Training - Strategies for Small Group Work	4	4	200
1/8/13	Class Size Reduction Teacher Training - Managing Centers	4	4	65
1/15/13	Paraprofessional Training - Strategies for Intervention	2	2	100
1/17/13	Intro to Observation 360 Platform	2	2	100
1/24/13	Observation 360 Processes	2	2	100
1/31/13	PD360 - Building Courses	4	4	350
2/1/13	PD360 - Analyzing Individual User Reports	4	4	350
2/5/13	PD360 - Uploading Teacher Practice Videos	4	4	200
2/12/13	PD360 - Completing Reflection and Follow-Up Assignments	4	4	200
2/12/13	Class Size Reduction Teacher Training - Managing Student Behavior	4	4	65
3/4/13	Designing Assessments using CCSS in Data Director	6	6	300
3/5/13	Intro to Gaggle	4	4	150
3/11/13	Intro to Moodle	4	4	150
3/12/13	Utilizing Custom Reports to Track Student Growth in Data Director	8	8	400
3/12/13	Class Size Reduction Teacher Training - Make&Take Centers for Core Subject Areas	4	4	65
12/11/13	Class Size Reduction Teacher Training - My Differentiated Classroom	2	2	65
<b>Department of Multilingual-Multicultural Education</b>				
Oct/ Nov, 11	Engaging all our students in the Global Language classroom	1	1	80
Jan- June, 11	Developing our own Language skills and methodologies (Spanish/ French)	2	5	60
	How to Incorporate Global Language Standards in Engaging Lessons	3	3	60



ARLETON ELEMENTARY SCHOOL  
 SEPTEMBER 4, 2012

	1st	2nd	3rd	4th	5th	6th	7th	8th
	8:40 - 9:30	9:32 - 10:22	10:24 - 11:14	11:16 - 12:06	12:08 - 12:58	1:00 - 1:50	1:52 - 2:42	2:44 - 3:40
<b>Frazier K-102</b>	K-102	K-102	prep Tue/Thur	LUNCH	K-102	K-102	K-102	K-102
<b>Jackson K - 107</b>	K-107	K-107	K-107	LUNCH	K-107	K-107	Prep Tue/Thur	K-107
<b>Juckberrough 1-100</b>	1-100	1-100	1-100	LUNCH	1-101	1-101	1-101	1-100/Tue Thur Prep
<b>Yenninger 1-101</b>	1-101 Math	1-101 Math	1-101 Sci/Soc St	LUNCH	1-100 Math	1-100 Math	1-100 Sci/St	1-101
<b>Wright 1-103</b>	Coteach 2-114	Coteach 2-114	Coteach 2-114	LUNCH	Coteach 2-116	Coteach 2-116	Coteach 2-116	Mentor Fri/2-114 Tue
<b>Drake 2-114</b>	2-114 MATH	2-114 Math	2-114 Sci/St	LUNCH	2-116 Sci/St	2-116 Math	2-116 Math	2-114
<b>Marlin 2-116</b>	2-116 ELA	2-116	2-116	LUNCH	2-114	2-114	2-114	2-116
<b>Straze 3-113</b>	3-113 ELA	3-113 ELA	Coteach 3-115	LUNCH	LUNCH	3-115 ELA	3-115 ELA	3-113 ELA
<b>Dodson 3-115</b>	3-115 MATH	CO-TEACH with 3-113	3-115 Math	3-113 Soc St	LUNCH	3-113 Math	3-113 Math	3-115 Soc St
<b>Wallick 4-211</b>	4-211 MATH	4-211 SOC ST	4-212 Math	5-112 Math	LUNCH	5-213 Math	4-212 Soc St	4-211 Math
<b>Jehem 4-212</b>	4-212 ELA	4-212 ELA	4-211 ELA	coteach 5-112	LUNCH	4-211 ELA	4-211	4-212 ELA remedial
<b>Perkins 5-213</b>	5-213 ELA	5-213 ELA	5-112 Soc St	5-213 Soc St	LUNCH	5-112 ELA	5-112 ELA	5-213
<b>Edom 5-112</b>	5-112 SCI	3-115 SCI	3-113 SCI	4-211 SCI	LUNCH	4-212 SCI	5-213 SCI	5-112
<b>Wanders 215</b>	coteach 5-213	Coteach 5-213	K-102 Tue/Thur	coteach 3-115	LUNCH		117 k-107 Tue/Thur	1-100 Tue/Thur
<b>Thomas 110</b>	coteach 3-115	Glory math 5-112	Glory Math 5-213	Glory Math 4-21	LUNCH	BAND	117 and 118	210 Tue/Thur
<b>Gregory 117</b>	117	117	117	117	LUNCH	DANCE	PREP Tue/Thur	117
<b>Taylor 118</b>	118	118	118	LUNCH	118		Prep Tue/Thur	118
<b>McBride 210</b>	210	210	210	LUNCH	LUNCH		210	Prep Tue/Thur
<b>Neller 219</b>				LUNCH				

Students who do not need remedial instruction will work with peers in their homeroom, assist in Kindergarten or first grade classes, peer coaching) complete Accelerated Reading and Math Lesson or receive CHALLENGING (Upper Grade Level) instruction. They will also go to dance, band or drama class.

# Carleton Elementary School

We can. We Will. Do Our Best! No Excuses!

- November 3, 2012 Data Driven Dialogue – For Principals
- November 7, 2012 Parents – Academic Strengths and Weakness Workshop
- November 7, 2012 Retirement Planning Seminar Grade-Level Meetings – Develop Common Assessment Tests in Writing, Science, and Social Studies
- November 12, 2012 In-House Walk Through
- November 13, 2012 Parents – Academic Strengths and Weakness Workshop
- November 2012 District Review Team – Walk Through
- November 14, 2012 Committee Meetings – Continue Development of Assessment Test in Writing, Science and Social Studies
- November 20, 2012 Parents – Academic Strengths and Weakness Workshop
- November 28, 2012 School Improvement Team – Data Digs With Nancy Fenton – Rest of staff – Grade Level Teams –Assessments continued
- December 1, 2012 Elevating the Essential to Radically Improve Student Learning – For Principals
- December 4, 2012 Parents – Academic Strengths and Weakness Workshop
- December 5, 2012 Progress Reports/ Data Folders updated & preparation for PTC
- December 6, 2012 Parent Workshop – Parenting Styles
- December 11, 2012 Parents – Academic Strengths and Weakness Workshop
- December 12, 2012 Nancy Fenton – Data Dig W/entire Staff
- December 15, 2012 School Turnaround – For Principals
- January 9, 2013 General Staff Meeting
- January 15, 2013 Parents – Academic Strengths and Weakness Workshop
- January 16, 2013 Grade Level Teams - Field Trip Planning, Paperwork Completion & Submission

- January 23, 2013 School Improvement Team and Committee Meetings
- January 26, 2013 Parent Literacy Workshop with our Instructional Specialist 9:00 – 12:00
- January 29, 2013 Parents – Academic Strengths and Weakness Workshop
- January 30, 2013 Content Area Meeting – Share Student Work & Successful Teaching Strategies
- February 5, 2013 Parents – Academic Strengths and Weakness Workshop
- February 7, 2013 Parent Workshop – Roots of Underachievement
- February 12, 2013 Parents – Academic Strengths and Weakness Workshop
- February 13, 2013 General Staff Meeting – Data Digs
- February 27, 2013 School Improvement Team Meeting - Grade Level Team Meetings
- March 2, 2013 Staff Professional Development – RTI
- March 5, 2013 Parents – Academic Strengths and Weakness Workshop
- March 6, 2013 Content Area Meetings & Learning Cycle Planning
- March 12, 2013 Parents – Academic Strengths and Weakness Workshop
- March 13, 2013 Content Area Meetings- Successful Lessons Shared
- March 16, 2013 Staff Professional Development – DI
- March 19, 2013 District Lead Staff Professional Development
- March 20, 2013 MEAP Gap Analysis PD
- March 26, 2013 Parents – Academic Strengths and Weakness Workshop
- March 27, 2013 School Improvement Team and Grade Level Team Meetings
- April 9, 2013 Parents – Academic Strengths and Weakness Workshop
- April 10, 2013 Learning Cycle Planning
- April 13, 2013 Staff Professional Development – Common Core

- April 16, 2013 Parents – Academic Strengths and Weakness Workshop
- April 18, 2013 Parent Workshop – Parenting with Love And Logic
- April 23, 2013 Parents – Academic Strengths and Weakness Workshop
- April 24, 2013 School Improvement Team Meeting
- May 1, 2013 Content Area Meetings - Sharing Successful lessons and student work
- May 8, 2013 Grade Level Meetings
- May 15, 2013 School Improvement Team and Grade Level Meetings
- May 18, 2013 Parent Literacy Workshop with our Instructional Specialist from 9:00 – 12:00
- May 22, 2013 School Improvement Plan/2012-2013 Calendar Year Evaluation – Strategies and Ideas for Improvement
- June 5, 2013 Calendar and Event Planning for 2013 – 2014 School Year
- June 12, 2013 Closing Notes – Closing 2012 – 2013 and Additional planning for 2013 - 2014

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

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**INSTRUCTIONAL REFORM -- PRIORITY SCHOOLS**

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

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

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

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

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

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

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

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

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

For the Union:

Ruby J. Neubold  
Louis J. Moore

For the School District of the City of Detroit:

Gwendolyn A. deGuzman

Date: 5/19/2010

Date: 5/19/10

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