



## **Reform Redesign Report**

**Greenfield Union Elementary-Middle 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?**

Greenfield Union Elementary/Middle School is located on 420 W. Seven Mile Road and Charleston between Woodward and John R. Based on the DPS profile, Greenfield Union's student population for 2012-2013 is 385 students enrolled in Pre-K to eighth grade. Currently there are 127 students enrolled in grades five through eight housed in the main building and 258 students enrolled in Pre-K through fourth grade that are housed in the Early Learning Center.

The demographic data that was collected on student ethnicity, socio economic status, education of parents, and school enrollment trends shows that 96% of the population is African American and the other 4% were of other ethnicities. In the past three years, our Arab ethnicity population has declined as a result of migration to Oakland County. 100% of the population qualifies for a free lunch according to the federal guidelines. The results indicate that the area in which Greenfield Union resides in has a 48.4% population that is below poverty level. School enrollment peaks in pre-k through third grade, drops in fourth, and picks up again in grades five through eight.

Greenfield Union sits in the heart of Chaldean Town that houses many Arab American and Chaldean support agencies that serve the needs of families. The Arab American Chaldean Council is one of the many services and support avenues Greenfield Union works with. The students and parents are given the help and opportunities to be successful through various support avenues such as afterschool tutoring, counselors and psychologist expertise, and a nurse that provides health services at Greenfield Union. In the past three years, student enrollment has decreased due to increase in the neighborhood crime rates and decline in occupied homes and security status. However this community has much potential and shows there is an investment in the neighborhood as shown through planted gardens, greenhouses, churches, and abandoned houses have been torn down, allowing for newer attractive homes to be built. As a result, the neighborhood status continues to improve in this community.

## **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.**

Greenfield Union Elementary/Middle School is committed to continuous improvement to become an exemplary learning community that create a collaborative culture that ensures all students learn. Greenfield Union Elementary/ Middle School is home to some of Detroit Public Schools' finest students. Many of our eight grade students move forward to attending premier high schools, and attend and graduate from colleges and universities. Some students have returned as guest speakers during various school activities and at eight grade promotion ceremonies. Greenfield Union has been a two time Skillman Awards winner and was also the recipient of the Kellogg "Generation with a Promise" Award. Through partnerships with the University of Michigan, General Motors, the Arab Chaldean Council, and the Children's Aid Society, Greenfield Union offers many programs and learning opportunities for the students. The students and parents are given various support avenues to help them be successful. These include programs such as afterschool tutoring, Accelerated Reading and Math, Media Club, Book Club, Science Club, Student Government, Computer Club, Fresh Fruits and Vegetables Grant, Mobile Dentist, Eye Glasses Screening, Volunteer Reading Corp, Church/Civic Mentors and Tutors, St. James Episcopal Church Volunteers, Foster Grandparents Volunteers through Catholic Social Services, expertise from counselors, psychologist, social worker, and a nurse that provides a series of health education segments.

The priority goal for Greenfield Union is to provide a climate that fosters instructional collaboration, implement a relevant and rigorous curriculum that is aligned to the common core, the curriculum benchmarks, and to grade level content expectations designed to ensure that all students have opportunities to exceed local, state, and national standards. Greenfield Union continues to foster a community of trust and mutual respect in a physically safe and well-maintained learning environment. Through the implementation of the curriculum, all students will be on track to be college/career ready in literacy, math, science and social studies.

Greenfield Union Elementary/ Middle School is dedicated to educating the whole child by creating an atmosphere conducive to learning where education is cherished, nurtured and appreciated. Our students are expected to be productive, technologically literate, life-long learners, educated in a clean, safe and caring learning environment. Greenfield Union Elementary and Middle School is committed to continuous improvement to become an exemplary learning community that create a collaborative culture that ensures all students learn. Greenfield Union provides a climate that fosters instructional collaboration, implement a relevant and rigorous curriculum that is aligned to the common core, the curriculum benchmarks, and to grade level content expectations designed to ensure that all students have opportunities to exceed local, state, and national standards. Greenfield Union continues to foster a community of trust and mutual respect in a physically safe and well-maintained learning environment. Through the implementation of the curriculum, all students will be on track to be college/career ready in literacy, math, writing, science and social studies.

## **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.**

Greenfield Union Elementary/Middle School is committed to continuous improvement to become an exemplary learning community that create a collaborative culture that ensures all students learn. Greenfield Union Elementary/Middle School is home to some of Detroit Public Schools' finest students. Many of our eight grade students move forward to attending premier high schools, and attend and graduate from colleges and universities. Some students have returned as guest speakers during various school activities and at eight grade promotion ceremonies. Greenfield Union has been a two time Skillman Awards winner and was also the recipient of the Kellogg "Generation with a Promise" Award. Through partnerships with the University of Michigan, General Motors, the Arab Chaldean Council, and the Children's Aid Society, Greenfield Union offers many programs and learning opportunities for the students. The students and parents are given various support avenues to help them be successful. These include programs such as afterschool tutoring, Accelerated Reading and Math, Media Club, Book Club, Science Club, Student Government, Computer Club, Fresh Fruits and Vegetables Grant, Mobile Dentist, Eye Glasses Screening, Volunteer Reading Corp, Church/Civic Mentors and Tutors, St. James Episcopal Church Volunteers, Foster Grandparents Volunteers through Catholic Social Services, expertise from counselors, psychologist, social worker, and a nurse that provides a series of health education segments.

The priority goal for Greenfield Union is to provide a climate that fosters instructional collaboration, implement a relevant and rigorous curriculum that is aligned to the common core, the curriculum benchmarks, and to grade level content expectations designed to ensure that all students have opportunities to exceed local, state, and national standards. Greenfield Union continues to foster a community of trust and mutual respect in a physically safe and well-maintained learning environment. Through the implementation of the curriculum, in the next three years, all students will be striving to be college/career ready in literacy, math, writing, science and social studies.

## **Additional Information**

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

Greenfield Union offers students a curriculum with instructional strategies and assessments that ensure all students learn, utilize of state-of-the-art computer labs, and academic support that leads to successful student achievement. PK-4th students are housed in the Early Childhood Learning Center, while the school's older students, 5th-8th grades, are housed in the main building. The separate facilities allow teachers and staff to have an even greater impact by providing more specialized attention and care to each and every student. Students engage in learning through the implementation of many field trips both in and out of the school. The students attend many educational trips every year that are aligned to the state standards and curriculum. We have been awarded several grants that are supportive to a healthy eating and living life style. Students utilize a state of the art workout room that was awarded to Greenfield Union. Various staff, students, and classrooms were featured in an AFT video that was done in recognition of teaching and learning that occurs in the classroom. In addition, our students were recognized for their academic accomplishments during a tribute breakfast celebration sponsored by the Detroit Tigers and GoodFellows. Students are engaged in learning about other continents, their culture and traditions, artifacts, and geography as a part of our "Annual Around the World" festivities has led to an appreciation for cultural diversity. Students unite and become empathic to cultural and ethnic diversity through their research, knowledge, and implementation of various performances and concerts throughout the year.

Teachers and administrative staff at Greenfield Union continuously research, create, evaluate, and adapt best practice instructional strategies to ensure learning for all students and meet their needs. We will use ongoing assessments (formative and summative based on current data) that considers all learning styles and includes multiple levels of thinking as instruments to design and adapt instruction that ensures quality learning.

# 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.**

Reform Team Personnel:

Beverly Campbell, Principal, [beverly.campbell@detroitk12.org](mailto:beverly.campbell@detroitk12.org)

Geraldine Chestnut, Academic Engagement Administrator, [geraldine.chestnut@detroitk12.org](mailto:geraldine.chestnut@detroitk12.org)

Rudaina Kainaya, Instructional Specialist (Science), [rudaina.kainaya@detroitk12.org](mailto:rudaina.kainaya@detroitk12.org)

Anna Knott, Special Education Teacher, [anna.knott@detroit.k12.org](mailto:anna.knott@detroit.k12.org)

Ethel Jones, Ed.MSU Intervention specialist, [Joneset@@MSU.edu](mailto:Joneset@@MSU.edu)

Jenwar Meti, Community Representative

Jerome Williams, Parent

## 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.)**

Our first big idea encompasses improvement of reading, writing and math at all grade levels. Our second big idea is the development of Professional Learning Communities (PLC) and implementation of Response to Intervention (RtI) as our third big idea.

1.1 The staff at Greenfield Union is going to work on strategies that will help students build and excel in their reading comprehension and vocabulary skills. These two strategies will be our main focus based on the results from various testing data. According to the four year proficiency trend data, there is an overall decline in student proficiency level across all grades in all the content areas.

ELA comprehension of narrative and informational texts and vocabulary are weak areas of student achievement. The proficiency trends in math calls for a need to develop and master math skills at early grade levels. Greenfield Union has an urgent need to boost student achievement. Based on data, we recognize the challenge but are determined to make the difference.

In math, the vocabulary, fractions, and decimals and the foundation of basic skills are lacking and therefore have an impact on the scaffolding of content throughout the grades. Students will target math vocabulary skills daily starting as early as Kindergarten. As vocabulary increases, the students' understanding and comprehension improves resulting in higher proficiency levels. We need to work on multiplying and dividing equivalent Students in the early grades need to concentrate on the foundation of fractions and decimal concepts as they relate to fractions as a whole and within units. In upper grades students will master the understanding of fractions, multiplying and dividing fractions, and equivalent fractions. We need to ensure that all students understand the relationship of fractions (N.ME.05.08), (ME.05.11), writing mathematical statement, and dividing fractions (N.FI.06.02), (FI.06.15).

### Writing

Students in all grades need to improve their writing narrative text and informational writing skills. We will focus on (W.GN.03.01) writing a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits and (W.GN.03.03) writing an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents. Increasing the comprehension will increase the proficiency levels in all curriculum areas. The strategies will focus on writing across the curriculum at all grade levels implementing and utilizing technology, and implementing various learning styles to teaching.

1.2 Professional Learning Communities (PLC) based on the Instructional Learning Cycle will help our teachers share and learn from one another. They will also be able to dialogue with colleagues about intervention strategies that work and disaggregate data to improve instruction as a team. This is an ongoing process enabling teachers and administrators to work collaboratively to seek, share, and act upon their learning, the goal being to enhance their effectiveness as professionals for students' benefit. The teams will set benchmarks for each content area based on student data. The learning communities meetings will occur every two weeks for 2 hours. Based on the data findings teams will identify specific content, develop a pre-assessment, share and discuss high-yield strategies, implement the strategies, post-assessment, examine data, examine student work, determine re-teaching needs. Students who are not proficient will receive additional RTI support.

1.3 All staff will implement Response to Intervention (RTI) strategies for all students as identified through the Instructional Learning Cycle process.

A. Tier 1: Following the pre-test instruction takes place with all students grouped based on student needs in the classroom. Teachers will differentiate instruction to meet the needs of students who have different learning styles. Differentiated Instruction involves providing

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students with various avenues such as processing, constructing, or making sense of ideas. Differentiated instruction allows teachers develop lessons that utilize tangible items that allow them to manipulative so that all students can learn effectively, regardless of the ability differences they may have.

B. Tier 2: Students who are not making adequate progress will receive additional support and instruction by the classroom teacher or specialist that focuses on supporting and extending Tier 1 instruction with extra time, intensity, focus, and collaboration aimed at helping the student to be successful. Instructional staff should also integrate technology into classrooms to help students meet the benchmarks.

Computer assisted instruction increases focus and motivation by providing a context for the learner that is challenging and also stimulates the learner's curiosity. Burst is an intervention for K-3 and Star Math for grades K-8.

C. Tier 3

Students will receive a more individualized and intensified instruction from the specialist outside the classroom. Students that do not show adequate progress with Tier 3 interventions will be referred to the RCT Team.

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

The data that our school used was based on the results from the MEAP scores 3-8, Benchmark, DIBELS K-3, benchmark assessments, Renaissance Learning, pre-and-post curriculum tests, classroom assessments, project based student performance, standardize assessments, and the Golden Package.

These will help guide the transformation process for our school in providing a framework for teachers to use as they design and implement appropriate lessons and interventions for students. Staff will use data and technology tools to achieve lasting improvement in student performance. The information we get from the data will be the foundation for implementing the Big Ideas.

The following data table shows our Reading Proficiency Levels based on the MEAP scores for grades 3 through 8 and DIBELS for grades Kindergarten through the third grade for 2011 school year.

DIBELS (Reading)

Grade Subject Proficiency Year

Kindergarten Reading 41% 2011

1st Reading 39% 2011

2nd Reading 29% 2011

MEAP RESULTS (High to Low, 2008 - 2011)

Grade School Year Test High Low School Year

3rd 2010 MEAP Reading 68% 24% 2008

4th 2011 MEAP Reading 45% 17% 2008

5th 2009 MEAP Reading 53% 20% 2008

6th 2009 MEAP Reading 60% 24% 2011

7th 2010 MEAP Reading 31% 17% 2011

8th 2009 MEAP Reading 57% 21% 2011

In conclusion, students in grades three through eight were performing higher in Reading at the lower grades than at the upper grades.

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The following data table shows our Math proficiency levels based on the MEAP scores for grades 3 through 8 and DIBELS for grades Kindergarten through the 2nd Grade.

MEAP RESULTS - MATHEMATICS (High to Low, 2008-2011)

Grade School Year Test High Low School Year

3rd 2008 MEAP Math 34% 19% 2011

4th 2009 MEAP Math 40% 3% 2011

5th 2009 MEAP Math 23% 2% 2011

6th 2008 MEAP Math 27% 2% 2011

7th 2009 MEAP Math 13% 0% 2008

8th 2010 MEAP Math 9% 0% 2011

In conclusion, there has been a decline in student proficiency at all grade levels.

## 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 the Priority Schools to the "Two Year Rule".

The District believes that high impact school leaders are on the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning. Transformational school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools.

Therefore the District will take the following actions to ensure Priority School is assigned a high-impact turnaround/transformational leader:

The District will conduct individual principal performance reviews to:

Assess each principal's performance relative to expected outcomes

Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning

Determine professional growth needs and required district support

Provide personal self-reflection and continuous professional learning

Determine which principals meet the core requirements of a transformational leader

In preparation for each performance conference, each principal will be required to bring supportive evidence to discuss the following requirements;

1. Describe the work that has been done to support improved teacher instructional practice.
2. Describe the work that has been done to improve learning for all students. (ELL, special needs students, etc.)
3. Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning.
4. Describe how monetary, human, and community resources are maximized to support who school improvement.
5. Describe how the principal engages parents and community members in efforts to improve student achievement.

However, at this point, we believe the current principal will be able to successfully fulfill the requirements of the high impact leader necessary to transform Greenfield Union School. A rigorous assessment process was conducted and resulted in the hiring of staff that will be able to make a positive impact on student achievement. Principal Campbell has set high performance goals for the staff and students and has already guided the prioritization of activities to achieve greater student success.

As requested, Principal Campbell's attribute include:

- 1)A sense of purpose: During our opening of school's meeting, she clearly stated the values and expectations of MDE, DPS and her personal commitment to the students and families of the Greenfield Union community. She has high expectations for the teaching and learning processes here at our school. There is a shared vision with all stakeholders and a greater emphasis on instruction, professional development and the use of data to evaluate students' progress. Principal Campbell makes it her top priority to understand the strengths and needs of her teachers and students and knows what is happening in our classrooms.
- 2)Justice: Plans are in place to hold everyone in our school accountable to common standards. In collaboration with our leadership team, rules and procedures have been established that are clear, firm, fair, and consistent. She religiously incorporates walk-through observations, monitors, and provides constant feedback to improve teacher and learning.

3)Temperance: Principal Campbell has consistently maintained a proper balance of emotions. Although faced with many real-life challenges

in her job, Principal Campbell has dealt with them with a professional attitude. Principal Campbell works with the students and their families in problem solving with passionate advocacy.

4)Respect: The dignity of each individual in the concern of Principal Campbell. She has treated all members of the team with respect and ensures that all stakeholders treat one-another similarly, regardless of their differences.

5)Empowerment: Principal Campbell is very knowledgeable of current best-practices and is confident in her abilities to make decisions, raise questions, see new possibilities in the best interest of our students. She assisted our students and their families in making better decisions regarding achievement issues, attendance, home environment and involvement with gangs.

6)Courage: Leaders are paid to set direction, not wait for direction to emerge. They have to be willing to follow their convictions and bring their organization to new places. Principal Campbell finds ways to implement good ideas, rather than accepting the status quo and is creative in problem-solving and approaches challenges with courage.

7)Deep Commitment: Principal Campbell has a deep commitment to the Greenfield Union staff and students. She works relentlessly for the advancement of the school's missions, and well being of everyone involved. She collects data and documents the findings through the use of data walls. She plays an active role in planning and supporting instruction that is appropriate for the students, and ensures that school time and resources are focused on the student achievement. She also understands that a partnership between all stakeholders is required in order to accomplish our goals. She has developed many ideas to increase parental involvement and community engagement in Greenfield Union.

Beverly Campbell is valued as encouraging, hardworking, and a strong transformational leader. Student success is her top priority. The final decision of the selection for the Greenfield Union Principal will begin with a job posting in April, interviews in May and a selection make by July 1, 2013.

### **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 Development

In April of 2012, principals attended an evaluation process development session with District officials. Select teachers and the DFT representative attended another informational session with District representatives. Principal Campbell and the team shared the information with the staff. Staff are asked to submit comments regarding the proposed evaluation tool. The comments were submitted to the district for review and consideration for input into the final tool. Principals later received a final copy of the tool, which was discussed with the staff. Many of their comments had been included in the final document.

#### Evaluation Process/Tools

The District introduced new evaluation processes, PD 360, for teachers and school leaders. It is based on 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 accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards, and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

#### Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. Excellent teaching must be at the center of any successful school district. Excellent teachers, however, are not simply "found" and left to work magic in classrooms. They must be

supported and developed over time to achieve greater results with their students year after year. Individuals at all levels of the district play a crucial role in this process from district administration to principals, from coaches to teachers, everyone must work to uphold rigorous standards for teaching and support teachers to attain it. Ensuring that our students have the best teachers from their first day in Detroit Public Schools until they graduate is most critical responsibility we share.

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

The rubric upon which all evaluations are based sets 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.

In Detroit, we value our teachers immensely and are keenly focused on teacher development. Success within our system requires partnerships at and across levels; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Only by creating a culture built around a common understanding of what good teaching is can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

### The Teacher Development and Evaluation Rubric

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

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

### Principal Evaluation Tool/Process

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

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

In addition, 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.

As a part of the teacher evaluation plan to develop, refine, and reflect upon their teaching practice in academic skills, student growth, classroom management, and educator responsibilities, the district purchased an online, on-demand, professional development, PD 360 portal for educators during the 2011-2012 school year. Schools used the PD 360 as a part of the teacher evaluation process for June 2012 and will continue to use in future evaluation processes. 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. Principals in-service their teachers on the evaluation process and request them to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD 360. During the course of the year the principal or designee will conduct an evaluation on all teachers. The evaluations are forms used by the District and can be pre-designed observations checklists prepared by the staff. The observer will review the observation and use the data to organize a structure to create a high impact development plan with the teacher, make recommendations, and sign the Professional Learning Plan (PLP). Teachers are provided with support and assistance, and are recommended to view PD 360 videos or attend workshops that address each individual's needs pertaining to their professional growth. They will be given recommendations to seek growth opportunities, develop, and are expected to meet high performance standards. All teachers are encouraged to continue implementing their PLPs, collecting artifacts, and provide data documentation. The principal conducts an end-of-year observation utilizing the End of Year Teacher Evaluation form and determines an element summary score and effectiveness rating based on the artifacts, data, and documentation collected and provided by the teacher as evidence for each core element, attendance, discipline information, and contributions and accomplishments. The utilization of PD 360 will be reflected in the students' performance as teachers improve upon their teaching practice in academic skills, growth, classroom management, and other educator responsibilities.

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

The principal's tenure is determined by the District Employment Agreement with principals and is determined by certain specified performance indicators, particularly student achievement. The annual performance reviews also determines the salary step advancements for principals.

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 - 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 of SIP academic plans, including SIP, and academic achievement;

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.

As Greenfield Union School moves toward incorporating its Big Ideas of developing a Professional Learning Community and applying a Response to Intervention to select students, it will be important to consider the needs and make-up of the instructional staff. The school will identify and reward its staff members who have supported increases in student achievement. Peer nomination, parent and student comments will be encouraged to help identify staff members. Staff members who demonstrate consistent "on task" performance based on walk through visits, student achievement progress, innovative teaching strategies will be recognized. Staff members who achieve success on the DPS Evaluation Plan will be retained for annual teaching assignments. Consistent student success on testing measures, i.e., MEAP, DIBELS, ILC (Instructional Learning Cycle), MAP will allow staff members to be identified. Staff members who use high yield, research based strategies, data charts/walls, technology as an instructional support, student conferencing will be noted. School leaders, SIT members, students extra-curricular sponsors will be acknowledged. Quarterly scores and levels can be used to determine staff eligibility for rewards determined by the district and the school budget.

Staff will be recognized based on data that monitors and presents students achievements, accomplishment and growth in all subject areas. Teachers will be presented recognition certificates for their achievements during staff meetings. Teachers will be given a Perfect Attendance Certificate during each quarter for having perfect attendance at staff meetings. Teachers will be recognized through verbal appreciation for their hard work, dedication, and commitment through the Greenfield Union weekly newsletter, staff notes, a designated parking space, pictures, Teacher Appreciation, LSCO parent group and community representatives.

The Detroit Public Schools Educator Evaluation Process provides a mandatory model for evaluating teachers and administrators. This professional growth model, aligned to Charlotte Danielson's Framework for teaching, 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. This evaluation determines the effectiveness of teachers and school administrators ensuring that they are given ample opportunities for promotion, retention, teachers and school administrators' development, providing relevant coaching, and instructional support. 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.

Ineffective staff will be removed based on a joint decision made by the principal and district. Prior to being removed, a staff member will be provided with ample support and opportunities to improve. The principal will recommend the staff member to attend workshops, i.e., classroom management, workshops that target specific skills need to enhance their professional practice. All the opportunities that a staff member is provided with and the support they receive are documented and kept as a part of their records. Teachers will receive a evaluation rating and that will have an impact on their job renewal. The teacher evaluations are administered throughout the year several times in order to judge a teacher's effectiveness. If a teacher continues to be ineffective, the evidence will be submitted to the district where the final decision based on the policy listed by the School District of the City of Detroit is considered. The policy states 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 on the following factors: individual performances, evidence of student growth, and 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. The rapport the teacher has with students, parents, and other teachers, and the teacher's attendance and disciplinary record are used as a part of this evaluation system. Factors of a person's relevant accomplishments and contributions above the normal expectations a teacher demonstrates can be used as a part of their evaluation process.

As a part of this rating process, each teacher will receive a rating at the end of the school year in one of four performance levels: highly effective, effective, minimally effective, and ineffective. A highly effective teacher consistently exceeds expectations. An effective teacher consistently meets expectations. A teacher who is rated as minimally effective requires a change in performance before he/she meets expectations. An ineffective teacher consistently fails to meet expectations. An ineffective teacher may not be retained for future service.

**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 success of implementing the three Big Ideas to support the Transformation Plan at Greenfield Union will hinge on the ability to infuse professional development in the daily work schedules of staff members. Promotion of professional growth in the development and use of data, i.e., collection, analysis, planning based on the data, instructional delivery based on the data for teaching staff members will be a key issue for the leadership, SIT and teaching staff members to maintain in the forefront.

As a Professional Learning Community, the school will focus on incorporating staff shared learning experiences and improving teaching in all aspects of its planning and implementation. The school will utilize its DPS mandated 44+ hours per year of professional development time to focus on developing and enhancing a PLC and making RTI a regular part of daily instruction. A formal calendar has been developed and will be utilized. Staff members who have had successes in developing high yield strategies to improve achievement will be asked to collaborate by sharing with the staff. Additionally, the 2+ hours of bi-weekly staff meeting time will be devoted to grade level and content collaboration to address the Big Ideas. Special funds, i.e., Title 1, will be utilized to support professional development beyond the school day. The central focus will be to understand and develop strategies to implement the Big Ideas.

## Reform Redesign Report

Greenfield Union Elementary-Middle School

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The use of data to drive instruction will be emphasized by insuring that all staff members participate in the Instructional Learning Cycle during the 2012-13 second semester. The professional development opportunities teachers will be provided with are based on PLC, RtI, and from data results from the core subject areas of reading, math, writing, social studies, and science. Additionally, staff member will be expected to demonstrate their involvement by displaying data, conducting conferences with students to discuss their progress, informing and involving parents in the students work. The leadership team will be available to visit classroom to monitor progress, provide support as needed, and track the staff's progress through the implementation of four classroom observations during the school year. Curriculum specialist will support staff members as needed. Central office staff members, vendor representing innovative practices will be invited to present ideas/products to enhance teaching and learning.

Teachers will also be provided specific professional development based upon classroom observations and the identified areas of need. The observer will review the observation documentation and will use the data to organize a structure to create a high impact development plan with the teacher. Teachers will view PD 360 videos or attend workshops that address each individual's needs pertaining to their professional growth. They will be given recommendations to seek growth opportunities, develop, and are expected to meet high performance standards. All teachers are encouraged to continue implementing their PLPs, collecting artifacts, and provide data documentation.

Technology competency will be essential to the success of implementing the Big Ideas. Staff members who need technology support will be assisted by local staff as needed. Plus, during the staff meeting time, technology updates will be shared. Staff members will receive feedback from the quarterly observation by the school leadership that refers the teachers to utilized the PD 360 videos to view different strategies to enhance their teaching presentations. Staff members will be expected to develop PDP that will allow them to focus on their individual developmental needs.

The school leadership team will receive professional development to broaden their leadership skills as instructional leaders, i.e., supporting staff members to become more reflective, maintain accurate records, grow and develop professionally, demonstrate professionalism. DPS adopted district wide common assessment (NWEA-MAP) to enable staff to diagnose, monitor, and increase student achievement through the utilization of data to indicate individual student needs. Staff member will share information during staff meetings, common relief time to enhance their skills in utilizing this student based test.

Finally, all decisions for the professional development will be based upon the building-level and staff members needs combined with an analysis of the data collected from various standardized assessments. Professional development activities will be aligned to the State Professional Development Standards. The leadership team along with the SIT will be the driving forces in spearheading, maintaining the focus and supporting staff members as they apply the professional development plan in the daily life of the school. See the attached PD calendar.

### **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.

Our school works in conjunction with 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.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants such as job fairs, presentations at teacher training institutions, and regional meetings are typical. The partnership between the school, district, and TAD will enhance and expand on its community to recruit highly qualified effective teaching staff.

Project Pathways Transition to Teach Grant Program

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A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool of qualified teachers.

### Michigan State University's Urban Immersion Teacher Program

Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources.

### District-university Student Teacher Program

The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of -state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers. Greenfield Union will continue to utilize student teachers. Staffs move from non-certified positions to become student teachers, and finally continuing their educational growth to become certified teachers. Greenfield Union leadership and staff will continue to support student teachers in their career growth.

### 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. Greenfield Union will continue to provide promotional opportunities and career growth for all staff members. Several staff members have been promoted, i.e., teacher to Academic Engagement Officer and instructional specialist.

### Flexible Working Conditions

Transformation 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, 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.

Additional retention successes are expected due to the modifications of Teacher Performance requirements thereby ensuring that highly effective Teachers are placed within the District, ultimately positively impacting the environment for staff and students.

### At the local school level:

Principals interview potential staff and often use that opportunity to promote their school. Greenfield Union bestows an environment and climate that is conducive to learning, provides administrative support, and provides many professional development opportunities and growth impacting positively the retention of teachers.

### Building Climate:

At Greenfield Union, the teachers are provided with the opportunity to work in an environment that is orderly, safe, and clean that is favorable to learning. In addition, Greenfield Union provides a well developed mission, vision, and discipline policies that are followed by all stakeholders.

### Work Hours:

Schools have minimal input in determining work hours/school hours. However, at the school level, the Principal may have some leverage/autonomy in working with support staff to determine work hours according to the needs of the school, students, and staff members.

### Collaboration/Input:

Teachers at Greenfield Union feel like they are an integral part of the school. The teachers help, support, and encourage teacher collaboration and input in decision making, engage in opportunities for reflective practices, and are supportive of "thinking outside of the box" in order to raise student achievement.

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### Administrative Support:

The administration supports the climate of the building creating a positive teacher morale, student success, and teacher retention. The administration makes the use purposeful strategies to retain highly qualified and satisfied teachers at the school as a top priority to ensure student success. The administrator is passionate about the mission and the vision of the school, uses open communication with staff, encounters challenges positively, is flexible, models strategies and norms, celebrates and rewards success, encourages school wide teaming, and has a sense of humor.

### Professional Development:

To meet the needs of our students, opportunities for professional development (in/out of state) are high on the list. High Impact Professional Development is available for all. According to Douglas B. Reeves author of Professional Development, Student Results; High Impact Professional Learning involves (1) a focus on student learning/data (2) rigorous measurement of adult learning decisions and (3) a focus on people and practices (best practice strategies, thinking outside of the box) not programs.

**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.**

All types of data, i.e., formative and summative, demographic, achievement, perception, and process will provide clear cut evidence on the success of the instructional program and the implementation of the Big Ideas. Data will be gathered in from several sources, i.e., MEAP, DIBELS, Accelerated Reader/Math, NWEA-MAP, Instructional Learning Cycle (ILC), Golden Package assessments, attendance records, parent contacts. Individual staff members, the staff as group will review and analyze the data for strengths and area of needed improvement. Keeping the focus on the Big Ideas, staff members will consider next steps in developing a plan to address student individual needs and maintain gains in achievement. Reflection, Best Practices, research based strategies, use of technology, and innovative ideas will be considered. Individual classroom instruction utilizing high yield strategy results of the data study will occur. Instructional staff will administer a measure to insure students have acquired the learning skill at a proficient level.

Teaching staff members will be expected to monitor the students learning based on the data collection and study. Staff member may conduct "dip stick" measure to indicate progress. This collaboration will occur during school day embedded grade level meeting time. If professional development is needed to clarify issues, it will be provided by local staff, a visit to an off -site classroom or use of the PD 360. The school will implement the common core standards at every grade level in all the content areas. The NWEA-MAP (Measures of Academic Progress); a District-wide common assessment instructional program that is research based and aligned to the state standards, will be administered three times a year. NWEA-MAP will enable staff to diagnose, monitor and increase student achievement by the use of data. Curriculum and instruction will be modified and instruction enhanced by individualized lessons to help improve student skills in reading, language arts, science, and math. We also look at data and target areas in which we need to improve on through lesson plans, class work, homework assignments, instruction, and activities to help students succeed and master the common core standards.

**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.**

Response to Intervention, one of the school's Big Ideas, requires staff members to consider each students previous successes and deficits based on data. After the data has been collected and analyzed, the real work of teaching and learning will commence. A teaching/learning plan will developed to insure the students' acquisition of the desired skills. This may include targeted instruction, continued monitoring of skill acquisition "dip sticking", student/teacher conferencing, parental support, high yield strategy use, technology and other tools. The students will be tested at the appropriate time for proficiency level. If proficiency is achieved, the students will move to the next level. If proficiency is not met, students will receive more target instruction and additional testing to measure their skill acquisition level. The strategy cited is the result of collecting and analyzing formative data. Summative data will be studied and decisions made on the MEAP results as needed. Additionally, staff members will be expected to participate in the Instructional Learning Cycle (ILC) four times per school year. Staff member will be asked to collaborate and select instructional areas from the common core that need attention, develop a pre-test to measure the students present skill level, present high yield instruction with "dip sticking" for a period of time and administer a post test to compare the results. Staff members will study the data and make decision based on the data. The cycle will resume as needed. The NWEA-MAP, a researched based instructional program aligned to the state standard will provide quarterly data to confirm student's level of achievement in ELA, math and science.

Staff will collaborate during PLC meetings and learn how to access and analyze achievement data to support their class instruction.

## Reform Redesign Report

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Teachers will focus on instruction based on the individual student's needs. Teachers will individualize class instruction by utilizing up to date data. This will support differentiated learning to accommodate the different learning modalities. Classrooms will be designed to embrace centers based on the data to enhance creative and fun learning, class work, homework assignments, projects, field trips and activities that will enhance students learn and success. Professional development support will be provided as we implement our PLC and embedded staff professional development.

The RtI approach to instruction designed to support students will be implemented through this three step tier.

A. Tier 1: Following the pre-test instruction takes place with all students grouped based on student needs in the classroom. Teachers will differentiate instruction to meet the needs of students who have different learning styles. Differentiated Instruction involves providing students with various avenues such as processing, constructing, or making sense of ideas. Differentiated instruction allows teachers develop lessons that utilize tangible items that allow them to manipulative so that all students can learn effectively, regardless of the ability differences they may have.

B. Tier 2: Students who are not making adequate progress will receive additional support and instruction by the classroom teacher or specialist that focuses on supporting and extending Tier 1 instruction with extra time, intensity, focus, and collaboration aimed at helping the student to be successful. Instructional staff should also integrate technology into classrooms to help students meet the benchmarks. Computer assisted instruction increases focus and motivation by providing a context for the learner that is challenging and also stimulates the learner's curiosity. Burst is an intervention for K-3 and Star Math for grades K-8.

C. Tier 3: Students will receive a more individualized and intensified instruction from the specialist outside the classroom. Students that do not show adequate progress with Tier 3 interventions will be referred to the RCT Team.

The MSU Intervention Specialist will provide assistance in analyzing data to increase student achievement. We will also use PLC time to read and discuss Data-Wise by Katheryn Parks and other information regarding data dialogues, data walls, and using data to focus on targeted skills.

**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.**

The success of the transformation plan at Greenfield Union School will result from different approaches to utilizing strategies for increased and enhanced learning time in core academic subject areas. Staff member will be expected to seek new ways to acquire more powerful focused time within the allotted school hours. DPS in collaboration with the Detroit Federation of Teachers negotiate new contractual language allowing for operational flexibility with staffing, school calendar, school times, budgeting, professional development opportunities, and other operational duties that support the comprehensive approach to substantially increase student achievement and graduation rate. Extended day (6 hours per week) and extended year (6weeks) opportunities will be offered to students who demonstrate the need. After school and summer school tutorial programs that emphasize the core curriculum will be offered to students. Parents will be notified of the benefits that students will accrue based on more time on tasks. Removal of the weekly common prep period of two hours per week and the reduction of the relief period will continue to provide more instructional and learning time. A total of 96 additional hours are used for classroom instruction due to the decrease in the number of teacher preparation periods and loss of the common prep on Fridays. Efforts will be made to incorporate learning in the students' daily routine at school, i.e., Brain Teasers, academic offerings at lunchtime and breakfast, leisure reading, cross age tutoring, instructional bulletin boards, student data awareness, data dialogues among students, students developing and completing short term learning goals. Additionally, at the local school, staff collaboration and awareness of the need to maximize the allotted time will create new approaches toward "extending" the school day. Teachers will have more time to collaborate and address ongoing instructional and assessment issues during content and grade level meetings that occur weekly for two hours. Allotted time for Professional Development opportunities during the school year is provided. The district has a total of six professional development days throughout the school year totaling to forty-four hours that are scheduled for professional development opportunities. Parents will be invited to attend and participate in Science and Math Family Fun Nights. March is Reading Month and the student and their parents will engage in reading learning activities in a fun and productive manner. In addition, the school year will be extended by an additional four weeks. Lastly, we use various community partnerships like the Catholic Grandparent program and the Reading volunteers to work with individual students on specific reading strategies and skills provided by the teacher.

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

Communication is a vital key to establishing an informative dialogue between home and school. Communication will be utilized through the use of a created school and classroom newsletter published weekly, monthly, and quarterly, through the use of emails sent to parents (written alerts for parents who do not have access) and classroom website. Parents can use these sources as a means of providing assistance to their children at home. We will implement a grade specific homework policy that includes homework sign-backs and checklists. This will be posted on classroom websites as well as in the classroom. Students will be recognized for their academic excellence as a part of the "Student of the Month." This will be done every semester for all students who have excellent citizenship, academics, and attendance records. The student and parents will be invited to attend a ceremony with an administrator to recognize and reward students and their parent/guardian for their efforts. Curriculum/Literacy night will demonstrate an active interest in the activities of school to their children which reinforces the importance of the school and learning. Parent Teacher Conferences are made mandatory and permitting phone conferences if necessary.

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We will have students maintain a daily journal book that lists their daily work, any messages to the parent/teacher, and a list of homework assignments. Each day the student takes their book home to be signed by the parent and returned everyday throughout the year. This is the child's assignment book that they learn to be responsible for and it serves as a daily communicator between the parent, child, and teacher. Parents are encouraged to attend school events such as the Annual Open House and Meet the Teacher Night. Seasonal Events like the holiday concerts, talent shows, a harvest party, and a Halloween Parade are some activities that will engage children, their parents, and the school in a positive atmosphere. Classrooms with the highest parental attendance will be rewarded with a class party. We will help build parental skills by providing them access to resources such as the parent resource centers and with a parent resource room within our school with books, DVD's, etc, and providing them with help in computer classes and use of computers. Speakers will be invited to speak to share life skills such as banking and healthy living at LSCO meetings. Staff will work with local businesses , i.e., Meijer's, Kroger to donate food gifts that could be raffled or distributed at parent-teacher conference s during the holiday season. A school-wide canned food drive run by volunteers staff, parents, and students will be organized and redistributed for this purpose. The continuous use of volunteers from groups such as St. James tutors and Foster Grandparents help support student learning. Greenfield Union will establish joint parent/teacher leadership team to coordinate volunteering activities in the school at LSCO meetings. In addition, we will mobilize community resources by involving the Arab Chaldean Council (ACC) seeking resources they provide that are helpful to the school and support curriculum, i.e., tutoring and encourage parents to take advantage of these resources. We will continue relationships with the police and fire departments.

## **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.

As a school we will work together as a site based management school that consist of administrators, educators, parents, students, social workers, businesses, and community leaders collaborating for the benefit of Greenfield Union students. This group would help in making decisions about school policies, funding, data driven curriculum, and daily operation of the school. Some suggestions for site based management discussion consists of smaller class size, highly qualified teachers in all subjects areas, extended school day and school year, and providing the most current technology in all the classrooms and ongoing technology training for staff. Finally, hiring professional grant writers to obtain more funding that will be used to purchase equipment, materials, and updated books that will help influence students' success.

**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 the 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.

The District is in partnership with MSU and Wayne RESA will provide ongoing, intensive technical assistance. We will use the services of the assigned School Improvement Facilitator (SIF) from RESA and an Intervention Specialist (IS) from MSU to weekly evaluate our teaching and learning practices, monitor students' academic progress and help to adapt lessons and teaching strategies in response to students' needs. The (IS) will provide advice on data implementation and data analysis. The data team will meet monthly with the IS and SIF to monitor the school's progress in executing plan components and adhering to timelines. The IS will provide coaching and feedback to help team members interpret and make changes based on data and develop their capacity to use data effectively. The IS will a) model data use and interpretation, tying examples to the school's vision for data use and our learning goals; b) model how to transform daily classroom practices based on data-driven diagnoses of student learning issues; c) assist staff with data interpretation by preparing data reports and related materials and finally d) train and support staff on using data to improve instructional practices and student achievement.

**Reform Redesign Report**

Greenfield Union Elementary-Middle School

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# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
<p>Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)</p>	<p>Yes</p>	<p>Detroit Public Schools will weight appropriate standardized assessment in the first year as 25% of the teacher evaluation score is based on student growth. MEAP scores will be tracked for each student each year and for the teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over the year. Those teachers whose studnets' consistently improve in standarized assessments will be rated favorably, those whose studnets consistently do not improve will be rated unfavorably.  <a href="#">Teacher_Evaluation_Rubric_-_version_2.0.pdf</a></p>
<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	<p>Yes</p>	<p><a href="#">PD Greenfield Union.doc</a></p>
<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	<p>Yes</p>	<p>Greenfield Union has an extended day and summer school tutorial programs that emphasize the core curriculum. Greenfield Union also has several volunteer groups who come to the school weekly assist with instruction. These tutors assist individual students with math and reading weekly. Saint James Church members and Foster Grandparents from Catholic Social Service partner with Greenfield Union to assist at risk students.  <a href="#">Extended Learning Schedule.doc</a>  <a href="#">Extended Learning Schedule.doc</a></p>

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<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>Greenfield Union provides students with opportunities to improve student learning by providing them with field trips, educational programs (ie: Great Lakes, DTE Energy, Greening of Detroit, Science Expo, various contest, Science Fair Seasonal Programs, Math Corp, Wayne State University Go-Girl, Go-Computing Day, Reading Core Volunteer, Greening Greenfield, Broadcast Team).</p>
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Teachers will have opportunities to to collaborate, plan, and engage in professional development during the weekly scheduled staff meetings throughout the school year. Content and grade levels meetings will be held biweekly alternating between grade level and content areas. In addition, there are six professional development days that are scheduled for the school year that will encompass improving reading, writing and math at all grade levels, development of Professional Learning Communities (PLC), and finallythe implementation of Response to ntervention.</p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>Collective Bargaining Agreement - Current language is not available at this time. This will be addressed by the District.</p>



## Teacher Evaluation Rubric

### 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.



# Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
I.A. Knowledge of Subject	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's practice displays little understanding of/and planning for prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plan and practice reflect understanding for prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
I.B. Planning for Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and materials are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, & of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent coordination of in-depth content knowledge, understanding of different students' needs & available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied with opportunities for student choice. The lesson's structure is clear & allows for different pathways according to diverse student needs.



## Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
I.C. Delivery of Instruction	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>



# Teacher Evaluation Rubric

## 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	Ineffective	Minimally Effective	Effective	Highly Effective
II.A. Designing Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to the students’ development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.



## Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
<p>II.B. Utilizing Assessments in Instruction</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.</p>
<p>II.C. Demonstrating Student Growth</p> <p>*Teacher may select the data/artifacts to share that demonstrate student growth*</p>	<p>Student data indicates no growth in achievement. Teacher demonstrates no collaborative practice that enhances student growth.</p>	<p>Student data indicates minimal growth. Teacher has access to student growth data but is not using it to modify instruction. Teacher collaborates on a limited basis with other teachers within the subject area.</p>	<p>Teacher uses student growth data to modify instruction. Students show at least one year's growth in achievement during one year of instruction. Teacher demonstrates collaborative practice within the subject area.</p>	<p>Teacher consistently uses multiple indicators of student growth data to modify instruction. Student performance data represents more than a year's growth during one year of instruction. Teacher demonstrates collaborative practice consistently within the subject area enhancing student growth.</p>



# Teacher Evaluation Rubric

## 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	Ineffective	Minimally Effective	Effective	Highly Effective
III.A. Managing Instructional Time	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little or no evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines & procedures. Management of instructional groups, transitions, and/or the handling of materials & supplies is inconsistent, leading to some disruption of learning. With regular guidance & prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.



## Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
III.B. Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior and/or students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher attempts, with uneven results, to monitor student behavior and teacher's response to student misbehavior shows little respect.	The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective. Student behavior is generally appropriate.	Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs & respects students' dignity. Student behavior is appropriate.
III.C. Creating an Atmosphere of Mutual Respect	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and/or developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not address disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and/or developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results.	Teacher-student interactions are friendly & demonstrate general caring and respect. Interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite & respectful. Teacher responds professionally and successfully to disrespectful behavior among students. The net result of the interactions is polite & respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.



## Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
<p>III.D. Creating and Facilitating a Learning Space</p>	<p>The classroom is unsafe and/or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology to build classroom culture and community through the use of online systems such as grade books, calendar, announcements, newsletters, class assignments, etc. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>



# Teacher Evaluation Rubric

<b>CORE ELEMENT IV. RELEVANT SPECIAL TRAINING</b>				
<p>A. <u>Professional Learning and Growth</u> – 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.</p> <p>B. <u>Reflecting on Teaching Practice</u> – 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.</p>				
<b>Core Element</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
IV.A. Professional Learning and Growth	Teacher engages in no professional development activities to enhance knowledge or skills. Teacher has no implementation of their PLP. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent and minimally integrates the training in instruction in a meaningful way. Teacher has little implementation of their PLP. Teacher accepts, with some reluctance, feedback on teaching performance from either supervisors or professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and integrates the training into their instruction in a meaningful way. Teacher implements their PLP. Teacher welcomes feedback from colleagues, when made by supervisors, or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher integrates the training into their instruction in a meaningful way and shares what they have learned with their colleagues. Teacher implements, revises, and revisits their PLP on a regular basis. Teacher seeks out feedback on teaching from both supervisors and colleagues.
IV.B. Reflecting on Teaching Practice	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. Teacher resists the use of technology.	Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. Teacher uses technology for basic classroom needs (i.e., email and word processing).	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Teacher uses technology as a tool to increase productivity.	Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and about how it can be improved and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Teacher has an extensive repertoire and is able to offer specific alternative actions, complete with the probable success of different courses of action and uses technology to enhance their professional development, planning, and productivity.



# Teacher Evaluation Rubric

## 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.

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
V.A. Maintains a Stimulating Learning Environment	Teacher presents a classroom environment devoid of any stimulating artifacts. Students are not engaged due to teacher’s ineffective delivery of instruction. Teacher has failed to organize the classroom and the room is filled with clutter.	Teacher has artifacts displayed and evidence of work that is outdated. Teacher has limited variety in their delivery of instruction. The predominant mode of delivery is paper/pencil work and lectures.	Teacher has a variety of artifacts that stimulate student learning and incorporates them in some lessons. Teacher uses hands-on activities and manipulatives when appropriate to engage the learners in the current lesson. Teacher has current student work displayed. Teacher effectively addresses multiple intelligences when delivering instruction to students. Teacher utilizes outside resources occasionally when planning for their lessons.	Teacher has designed all of their lessons to include a multitude of artifacts that stimulate student learning related to the current instructional topic in the content area. A variety of performance-based student work is displayed and relates to the current instruction or classroom organization. Teacher also has identified a variety of learning modalities within the classroom and provided resources to allow students to explore topics using a myriad of tools. Teacher brings in outside resources consistently that are appropriate to the instruction being taught.



## Teacher Evaluation Rubric

Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
V.B. Maintains Accurate Grade Books, Lesson Plans, and Student Records	A system for maintaining grades, lesson plans, and student records is non-existent.	Teacher records grades for students but they are not up to date. Teacher maintains attendance records but they are not submitted in a timely manner and may contain errors. Other forms and paperwork may be incomplete or late. Lesson plans reflect minimal planning and may not be submitted consistently.	The effective teacher has an efficient and effective process for recording student work and attendance. Teacher uses the district mandated system to record attendance and grades. Students have access to information about completed and/or missing assignments in a timely manner. Lesson plans and student records are accurate, current, and submitted consistently.	The highly effective teacher uses technology to capture data in the most efficient way. Teacher's grade book has a variety of entries for tasks that have been completed. The attendance is recorded accurately as mandated by the district attendance-reporting policy using the district mandated system. They also record their grades using the system & can produce up-to-date progress reports upon request for each student. Students contribute to maintaining records indicating completed & incomplete work assignments. Lesson plans and student records are exemplary and easily accessible.
V.C. Uses a Variety of Techniques for Communicating Progress in a Timely Manner	Teacher has no evidence of communicating progress to students or parents. They provide no feedback to students.	Teacher communicates progress to parents or students through one mode of communication. Teacher provides feedback without providing an opportunity for students to make corrections.	Teacher provides written and verbal comments in regards to student progress. Teacher provides corrective feedback in a timely manner. Teacher sends progress reports to students and parents. Teacher has established a system of communication students and parents.	Teacher uses all resources to ensure that communication is ongoing between teacher and student and teacher and parent. Teacher has instituted a procedure for students to self-monitor their progress. Teacher provides immediate corrective feedback and ensures multiple opportunities for mastery.
V.D. Rapport with Colleagues, Parents, and Students	Teacher's relationships with colleagues are negative and/or self-serving and/or disruptive/disrespectful to the collaborative process. Teacher is unresponsive to parent concerns. Teacher is not alert to students' needs.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school district mandates. Teacher acknowledges parent concerns but does not follow through. Teachers are insensitive of student needs.	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher is responsive to family concerns in a professional manner. Teachers are aware and sensitive to the needs of their students.	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative to share and work with others for improvement of the learning process of students and staff. Teacher is willing to assume leadership among the faculty. Teacher is responsive to family concerns and follows-up appropriately to ensure resolution in a professional and culturally sensitive manner. Teacher takes immediate action to address the students' needs.



# Teacher Evaluation Rubric

## Greenfield Union Professional Development Plan

### November 2012

- Transformation Plan (draft) submitted November 1, 2012
- Transformation Plan, staff review and develop comments related to the draft Transformation Plan (seek staff support and buy in)
- Transformation Plan final plan due November 29
- School Improvement Team (SIT), organization and initial monthly meeting

### December 2012

- Leadership Team, SIT and staff review/personalize the Transformation Plan (e-copy could be shared with staff members).
- School Improvement meeting, i.e., make committee assignments based on the MDE 5 Strands model; select a SIT chairperson, SIT secretary, SIT document collector, SIT process observer; an agenda, sign in sheet and minutes form should support the meeting; share information from the SIT meeting with the staff, i.e., written report, face to face, committee work; schedule future meetings monthly and develop agenda items for the next SIT meeting.
- Discuss and plan for the Instructional Learning Cycle (ILC), i.e., pre-test, data collection, structured instruction, post test, data collection and analysis, individual post test conferences with students as needed and re-teaching as needed; data should be posted. Survey teachers regarding the use of the ILC (perception data). The ILC can be incorporated into the instructional plan.

### January 2013

- Discuss and plan for the Instructional Learning Cycle (ILC) i.e., pre-test, data collection, structured instruction, post test, data collection and analysis, individual post test conferences with students as needed and re-teaching as needed; results should be posted. Survey teachers regarding the use of the ILC (perception data). The ILC can be incorporated into the instructional plan.
- School Improvement Team meeting, i.e., committee reports, develop a calendar, review the Transformation Plan, establish SIT goals.

- Review the Transformation Plan

## Greenfield Union/Detroit Public Schools

### 2012-2013 Professional Development Calendar

<b>When</b>	<b>Focus</b>	<b>Who</b>	<b>Evidence/Evaluation</b>
<b>November 2012</b>	<b>Response to Intervention Professional Learning Communities Introduction Data Collection</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>12/03/12</b>	<b>Exploration Activities in Science</b>	<b>K-8 Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>12/6/12</b>	<b>Numbers and Numeration for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>December 2012</b>	<b>RTI: Framework for Responsive DI PLC :Ensuring Students Learn Analyzing Data</b>	<b>Administrators, Teachers, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>01/07/13</b>	<b>Writing Expectations in Science</b>	<b>K-8 Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>January, 2013</b>	<b>RTI: Tier 1 Intervention for All PLC: A Culture of Collaboration Data Based Instruction</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>01/15/2013</b>	<b>Functions for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>February, 2013</b>	<b>RTI: Tier 2 Coordinated Continuum of Support PLC: Collaborating for School Improvement</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>02/04/2013</b>	<b>Content Area Reading and Writing</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>

Greenfield Union Elementary/Middle School

<b>March 2013</b>	<b>RTI: Tier 3 Intensifying the Instructional Support PLC: Focus on Results</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>03/09/13</b>	<b>Blended Math Instructional Technology</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>03/04-26/2013</b>	<b>CCSS Reading and Writing</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>April 2013</b>	<b>RTI: Broadening the role of Assessment</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>04/09/2013</b>	<b>Multiplication and Division for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>04/27/2013</b>	<b>Blended Math Instructional Technology Part II</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>May 2013</b>	<b>RTI: Making It Work Schoolwide</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>05/02/2013</b>	<b>Using Technology to Spark Learning</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>5/14/2013</b>	<b>Algebraic Thinking for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>June 2013-August 2013</b>	<b>Reflections on Professional Learning Communities Response To Intervention Ongoing PD</b>	<b>All Stakeholders</b>	<b>Agenda, Evaluation, Sign In Sheet</b>

**\*Presentations will be done by Instructional Specialist/Staff,  
Administrators, Support Staff, District and Professional Consultants.**

## Greenfield Union/Detroit Public Schools

### 2013-2014 Professional Development Calendar

<b>When</b>	<b>Focus</b>	<b>Who</b>	<b>Evidence/Evaluation</b>
September 2013	Response to Intervention Professional Learning Communities Data Collection Revisit/New Staff	All Teachers, Paraprofessional, Administrators, Support Staff	Agenda, Evaluation, Sign In Sheet
10/13	Activities in Science	K-8 Teachers	Sign- In Sheet, Evaluation
11/13	Basic Math	Teachers	Sign- In Sheet, Evaluation
December 2013	RTI: Framework for Responsive DI PLC :Ensuring Students Learn Analyzing Data	Administrators, Teachers, Support Staff	Agenda, Evaluation, Sign In Sheet
01/14	Writing Expectations Across the Content Area	K-8 Teachers	Sign- In Sheet, Evaluation
January, 2014	RTI: Tier 1 Intervention for All PLC: A Culture of Collaboration Data Based Instruction	All Teachers, Paraprofessional, Administrators, Support Staff	Agenda, Evaluation, Sign In Sheet
01/2014	Functions for Teaching Math	Teachers	Sign- In Sheet, Evaluation
February, 2014	RTI: Tier 2 Coordinated Continuum of Support PLC: Collaborating for School Improvement	All Teachers, Paraprofessional, Administrators, Support Staff	Agenda, Evaluation, Sign In Sheet
02/14	Content Area Reading and Writing	Teachers	Sign- In Sheet, Evaluation
March 2014	RTI: Tier 3 Intensifying the Instructional Support PLC: Focus on	All Teachers, Paraprofessional, Administrators, Support Staff	Agenda, Evaluation, Sign In Sheet

	<b>Results</b>		
<b>03/14</b>	<b>Instructional Technology in the Classroom</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>03/2014</b>	<b>CCSS Reading and Writing</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>April 2014</b>	<b>RTI: Broadening the Role of Teacher Generated Assessment</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>04/2014</b>	<b>Multiplication and Division for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>04/2014</b>	<b>Instructional Technology in the Classroom Part II</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>May 2014</b>	<b>RTI: Making It Work Schoolwide</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>05/2014</b>	<b>Using Technology to Spark Learning</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>5/2014</b>	<b>Algebraic Thinking for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>June 2014-August 2014</b>	<b>Reflections on Professional Learning Communities Response To Intervention Ongoing PD</b>	<b>All Stakeholders</b>	<b>Agenda, Evaluation, Sign In Sheet</b>

**Greenfield Union/Detroit Public Schools**

**2012-2013 Professional Development Calendar**

<b>When</b>	<b>Focus</b>	<b>Who</b>	<b>Evidence/Evaluation</b>
<b>September 2014</b>	<b>Response to Intervention Professional Learning Communities Introduction Data Collection</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>10/14</b>	<b>Hands On Activities in Science</b>	<b>K-8 Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>11/14</b>	<b>Manipulatives for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>December 2014</b>	<b>RTI: Framework for Responsive DI PLC :Ensuring Students Learn Analyzing Data</b>	<b>Administrators, Teachers, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>01/15</b>	<b>Writing Expectations in Science</b>	<b>K-8 Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>January, 2015</b>	<b>RTI: Tier 1 Intervention for All PLC: A Culture of Collaboration Data Based Instruction</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>01/2015</b>	<b>Differentiated Instruction for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>February, 2015</b>	<b>RTI: Tier 2 Coordinated Continuum of Support PLC: Collaborating for School Improvement</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>02/2015</b>	<b>Reading and Writing Informational Text</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>March 2015</b>	<b>RTI: Tier 3 Intensifying the Instructional Support PLC: Focus on Results</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>03/09/15</b>	<b>Instructional Technology in Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>

Greenfield Union Elementary/Middle School

<b>03/2015</b>	<b>CCSS Reading and Writing in All Content Areas</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>April 2015</b>	<b>RTI: Broadening the role of Assessment</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>04/2015</b>	<b>Teaching Fractions and Decimals</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>04/2015</b>	<b>Blended Math Instructional Technology Part II</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>May 2015</b>	<b>RTI: Making It Work Schoolwide</b>	<b>All Teachers, Paraprofessional, Administrators, Support Staff</b>	<b>Agenda, Evaluation, Sign In Sheet</b>
<b>05/02/2015</b>	<b>Technology in the Classroom</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>5/14/2015</b>	<b>Algebraic Thinking for Teaching Math</b>	<b>Teachers</b>	<b>Sign- In Sheet, Evaluation</b>
<b>June 2015-August 2015</b>	<b>Reflections on Professional Learning Communities Response To Intervention Ongoing PD</b>	<b>All Stakeholders</b>	<b>Agenda, Evaluation, Sign In Sheet</b>

**GREENFIELD UNION ELEMENTARY/MIDDLE SCHOOL**

**420 W. SEVEN MILE RD.**

**DETROIT, MI 48203**

**(313) 866-2999**

**CONTENT AREA/GRADE LEVEL MEETING SCHEDULE**

**2<sup>nd</sup> Wednesday of the Month                      CONTENT**

**ELA**

**MATHEMATICS**

**SCIENCE**

**SOCIAL STUDIES**

**SPECIAL EDUCATION**

**COMPUTERS**

**4<sup>th</sup> Wednesday of the Month                      GRADE**

**PRE-K**

**1<sup>st</sup>**

**2<sup>nd</sup>**

**3<sup>rd</sup>**

**4/5th**

**6-8th**

**SPECIAL EDUCATION**

# Greenfield Union Tutorial Schedule

## Reading and Mathematics

2012-2013

<b>Teacher</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Thursday</b>
Hatton grades 7 & 8	3:00-4:00 Reading 4:00-5:00 Math	3:00-4:00 Reading 4:00-5:00 Math	3:00-4:00 Reading 4:00-5:00 Math
Bowman-Ingram grades 5-6	3:00-4:00 Reading 4:00-5:00 Math	3:00-4:00 Reading 4:00-5:00 Math	3:00-4:00 Reading 4:00-5:00 Math
Valentine grade 4 <sup>th</sup>	3:00-4:00 Reading 4:00-5:00 Math	3:00-4:00 Reading 4:00-5:00 Math	3:00-4:00 Reading 4:00-5:00 Math
Edwards grade 3	3:00-4:00 Reading 4:00-5:00 Math	3:00-4:00 Reading 4:00-5:00 Math	3:00-4:00 Reading 4:00-5:00 Math

**Greenfield Union Elementary/Middle School**

**2012 Summer School Schedule**

**June 19-July 27**

<b>Teacher</b>	<b>Grade</b>	<b>1st Hour</b>	<b>2<sup>nd</sup> Hour</b>	<b>12:30-1:00</b>
Joyce Hendrix	Preschool	Enrichment	Enrichment	Lunch
Laucetta Edwards	3 <sup>rd</sup>	8:00-10:00 Literacy	10:00-12:30 Mathematics	Lunch
Katrena Fizer	3 <sup>rd</sup>	Literacy	Mathematics	Lunch
Janice McCaskill	4 <sup>th</sup>	Literacy	Mathematics	Lunch
Winfred Hatton	5 <sup>th</sup>	Literacy	Mathematics	Lunch
Amanda Belanger	5 <sup>th</sup>	Literacy	Mathematics	Lunch
Mason Tremble		Literacy	Mathematics	Lunch

# Greenfield Union Elementary/Middle School

*"Attendance – First Day, Every Day, All Day!"*

## 2012 – 2013 Bell Schedule

**Beverly J. Campbell, Principal**

### **Monday – Friday Full Day Schedule**

<b>HOUR</b>	<b>TIME</b>
<b>All Teaching Staff MUST Report</b>	7:15 A.M.
<b>Homeroom</b>	7:30 A.M. – 7:38 A.M.
<b>1st Hour</b>	7:38 A.M. – 8:30 A.M.
<b>2<sup>nd</sup> Hour</b>	8:32 A.M. – 9:24 A.M.
<b>3<sup>rd</sup> Hour</b>	9:26 A.M. – 10:18 A.M.
<b>4<sup>th</sup> Hour</b>	10:20 A.M. – 11:12 A.M. (Lunch A)
<b>5<sup>th</sup> Hour</b>	11:15 A.M. – 11:57 A.M. (Lunch B)
<b>6<sup>th</sup> Hour</b>	11:59 A.M. – 12:51 P.M.
<b>7<sup>th</sup> Hour</b>	12:53 A.M. – 1:46 P.M.
<b>8<sup>th</sup> Hour</b>	1:48 P.M. – 2:40 P.M.
<b>Dismissal</b>	2:40 P.M.

### **Monday – Friday Half Day Schedule**

<b>HOUR</b>	<b>TIME</b>
<b>All Teaching Staff MUST Report</b>	7:15 A.M.
<b>Homeroom</b>	7:30 A.M. – 8:00 A.M.
<b>1st Hour</b>	8:00 A.M. – 8:45 A.M.
<b>2<sup>nd</sup> Hour</b>	8:45 A.M. – 9:30 A.M.
<b>3<sup>rd</sup> Hour</b>	9:30 A.M. – 10:15 A.M.
<b>4<sup>th</sup> Hour</b>	10:15 A.M. – 10:45 A.M. (Lunch)
<b>Dismissal</b>	10:45 A.M.

# Greenfield Union Elementary/Middle

*Beverly J. Campbell, Principal*

Teacher: **T. Brown** Room: **203M** Grade **5**

Homeroom 7:30 – 7:38	1 <sup>st</sup> Hour 7:38 – 8:30	2 <sup>nd</sup> Hour 8:32 – 9:24	3 <sup>rd</sup> Hour 9:26 – 10:18	4 <sup>th</sup> Hour 10:20 – 11:12	5 <sup>th</sup> Hour 11:15 – 11:57	6 <sup>th</sup> Hour 11:59 – 12:51	7 <sup>th</sup> Hour 12:53 – 1:45
Monday	SC	SC	SC	LUNCH	SC	Science	SC
Tuesday	SC	SC	SC	LUNCH	SC	Science	SC
Wednesday	SC	SC	SC	LUNCH	SC	Science	SC
Thursday	SC	SC	SC	LUNCH	SC	PREP Computers	SC
Friday	SC	SC	SC	LUNCH	SC	PREP Computers	SC

Teacher: **M. Harris** Room: **112M** Grade: **6**  
Subject: **Social Studies/Writing/Science**

Homeroom 7:30 – 7:38	1 <sup>st</sup> Hour 7:38 – 8:30	2 <sup>nd</sup> Hour 8:32 – 9:24	3 <sup>rd</sup> Hour 9:26 – 10:18	4 <sup>th</sup> Hour 10:20 – 11:12	5 <sup>th</sup> Hour 11:15 – 11:57	6 <sup>th</sup> Hour 11:59 – 12:51	7 <sup>th</sup> Hour 12:53 – 1:45
Monday	Social Studies 6/112M	Writing 6/112M	Science 6/112M	LUNCH	Social Studies 7/118M	Writing 7/118	Social Studies 8/116M
Tuesday	Social Studies 6/112M	Writing 6/112M	Science 6/112M	LUNCH	Social Studies 7/118M	Writing 7/118	Social Studies 8/116M
Wednesday	Social Studies 6/112M	Writing 6/112M	Science 6/112M	LUNCH	Social Studies 7/118M	Writing 7/118	Social Studies 8/116M
Thursday	Social Studies 6/112M	Writing 6/112M	PREP Computers	LUNCH	Social Studies 7/118M	Writing 7/118	Social Studies 8/116M
Friday	Social Studies 6/112M	Writing 6/112M	PREP Computers	LUNCH	Social Studies 7/118M	Writing 7/118	Social Studies 8/116M

Teacher: **G. Krause** Room: **118M** Grade **7**  
Subject: **Reading/English/Science**

Homeroom 7:30 – 7:38	1 <sup>st</sup> Hour 7:38 – 8:30	2 <sup>nd</sup> Hour 8:32 – 9:24	3 <sup>rd</sup> Hour 9:26 – 10:18	4 <sup>th</sup> Hour 10:20 – 11:12	5 <sup>th</sup> Hour 11:15 – 11:57	6 <sup>th</sup> Hour 11:59 – 12:51	7 <sup>th</sup> Hour 12:53 – 1:45
Monday	Reading 7/118M	English 7/118M	Reading 8/116M	LUNCH	English 8/116M	Science 8/116M	Reading 6/112M

Tuesday	Reading 7/118M	English 7/118M	Reading 8/116M	LUNCH	English 8/116M	<b>PREP Computers</b>	Rea 6/
Wednesday	Reading 7/118M	English 7/118M	Reading 8/116M	LUNCH	English 8/116M	<b>PREP Computers</b>	Rea 6/
Thursday	Reading 7/118M	English 7/118M	Reading 8/116M	LUNCH	English 8/116M	Science 8/116M	Rea 6/
Friday	Reading 7/118M	English 7/118M	Reading 8/116M	LUNCH	English 8/116M	Science 8/116M	Rea 6/

Teacher: **D. Russell** Room: **116M** Grade **8**

Homeroom 7:30 – 7:38	1 <sup>st</sup> Hour 7:38 – 8:30	2 <sup>nd</sup> Hour 8:32 – 9:24	3 <sup>rd</sup> Hour 9:26 – 10:18	4 <sup>th</sup> Hour 10:20 – 11:12	5 <sup>th</sup> Hour 11:15 – 11:57	6 <sup>th</sup> Hour 11:59 – 12:51	7 <sup>th</sup> Hour 12:53
Monday	Double Period 8/116		Science 7/118	LUNCH	Double Period 6/112M		
Tuesday	Double Period 8/116		<b>PREP (Computers)</b>	LUNCH	Double Period 6/112M		
Wednesday	Double Period 8/116		<b>PREP (Computers)</b>	LUNCH	Double Period 6/112M		
Thursday	Double Period 8/116		Science 7/118	LUNCH	Double Period 6/112M		
Friday	Double Period 8/116		Science 7/118	LUNCH	Double Period 6/112M		M 7/1

Subject: **Math/Science**

Teacher: **A. Knott** Room: **209M** Grade  
Subject: **Special Education - LD**

Homeroom 7:30 – 7:38	1 <sup>st</sup> Hour 7:38 – 8:30	2 <sup>nd</sup> Hour 8:32 – 9:24	3 <sup>rd</sup> Hour 9:26 – 10:18	4 <sup>th</sup> Hour 10:20 – 11:12	5 <sup>th</sup> Hour 11:15 – 11:57	6 <sup>th</sup> Hour 11:59 – 12:51	7 <sup>th</sup> Hour 12:53
Monday	SC	SC	PREP (Computers)	LUNCH	SC	SC	S
Tuesday	SC	SC	SC	LUNCH	SC	SC	S
Wednesday	SC	SC	SC	LUNCH	SC	SC	S
Thursday	SC	SC	SC	LUNCH	SC	SC	S
Friday	SC	SC	SC	LUNCH	SC	SC	P (Com)

Teacher: **J. Sands**

Room: **303M**

Grade

Subject: **Special Education - CI**

Homeroom 7:30 – 7:38	1 <sup>st</sup> Hour 7:38 – 8:30	2 <sup>nd</sup> Hour 8:32 – 9:24	3 <sup>rd</sup> Hour 9:26 – 10:18	4 <sup>th</sup> Hour 10:20 – 11:12	5 <sup>th</sup> Hour 11:15 – 11:57	6 <sup>th</sup> Hour 11:59 – 12:51	7 <sup>th</sup> Hour 12:53
Monday	SC	SC	SC	LUNCH	SC	PREP (Computers)	S
Tuesday	SC	SC	SC	LUNCH	SC	SC	S
Wednesday	SC	SC	SC	LUNCH	SC	SC	S
Thursday	SC	SC	SC	LUNCH	SC	SC	S
Friday	SC	SC	SC	LUNCH	SC	SC	S

Room: **109M**

Grade

Subject: **Middle**

**School Resource**

Homeroom 7:30 – 7:38	1 <sup>st</sup> Hour 7:38 – 8:30	2 <sup>nd</sup> Hour 8:32 – 9:24	3 <sup>rd</sup> Hour 9:26 – 10:18	4 <sup>th</sup> Hour 10:20 – 11:12	5 <sup>th</sup> Hour 11:15 – 11:57	6 <sup>th</sup> Hour 11:59 – 12:51	7 <sup>th</sup> Hour 12:53
Monday	PUSH/PULL	PUSH/PULL	PUSH/PULL	LUNCH	PUSH/PULL	PUSH/PULL	PUSH
Tuesday	PUSH/PULL	PUSH/PULL	PUSH/PULL	LUNCH	PUSH/PULL	PUSH/PULL	PUSH
Wednesday	PUSH/PULL	PUSH/PULL	PREP	LUNCH	PUSH/PULL	PUSH/PULL	PUSH
Thursday	PUSH/PULL	PUSH/PULL	PUSH/PULL	LUNCH	PREP	PUSH/PULL	PUSH
Friday	PUSH/PULL	PUSH/PULL	PUSH/PULL	LUNCH	PUSH/PULL	PUSH/PULL	PUSH

Teacher: **W. Hatton**

Room:

Grade

Subject: **Computers**

Homeroom 7:30 – 7:38	1 <sup>st</sup> Hour 7:38 – 8:30	2 <sup>nd</sup> Hour 8:32 – 9:24	3 <sup>rd</sup> Hour 9:26 – 10:18	4 <sup>th</sup> Hour 10:20 – 11:12	5 <sup>th</sup> Hour 11:15 – 11:57	6 <sup>th</sup> Hour 11:59 – 12:51	7 <sup>th</sup> 12:53
Monday	3/202ELC	3/201ELC	Sp. Ed. 209M	LUNCH	KDG/108ELC	Sp. Ed. 303M	2/20
Tuesday	3/202ELC	3/201ELC	7/118M	LUNCH	PREP	8/116M	2/20
Wednesday	4/204ELC	1/109ELC	7/118M	LUNCH	PREP	8/116M	2/20
Thursday	4/204ELC	1/109ELC	6/112M	LUNCH	K/107ELC	5/203M	2/20
Friday	Sp. Ed. 208ELC	K/108ELC	6/112M	LUNCH	K/107ELC	5/203M	Sp 20

**ALL Early Learning students will report to the Computer Lab in Room 212ELC.**

**All Main Building students will report to the Computer Lab in Room 206M.**

**ELC=Early Learning Center (New Building)**

**M= Main Building (Old Building)**