



# Reform Redesign Report

Thirkell Elementary School

Detroit City School District

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## **Introduction**

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

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# Executive Summary

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## **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.

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## 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?**

Thirkell Elementary is a PreKindergarten through fifth grade school. Thirkell Elementary is located at 7724 14th Street in the city of Detroit. Thirkell is the only neighborhood elementary school west of West Grand Boulevard, Linwood, Woodward, Clairmont, Second and Third Streets. Thirkell School was named in memory of Isabell F. Thirkell, a deceased Detroit Public School principal. Thirkell is located in a thriving community with several new housing developments. Thirkell School was named in memory of Isabell F. Thirkell a deceased Detroit Public School Principal who was born in England and came to America with her parents in 1858. The Thirkell School was built in 1914 and opened in September, 1915. The Thirkell building is ninety-eight years old and still in good condition because of its sound structure. The school's population for 2012-2013 is five hundred (500). Attendance is always ninety (90) percent or above with the gender ratio being fifty-two (52) percent male and forty-eight (48) percent female for 2012-2013. Fifty percent of the students attending Thirkell Elementary are bussed. Bussing is necessary because all of the elementary schools in the immediate area are closed (Brady, Fairbanks, Jamieson, McMichael, Sanders, and Woodward). Thirkell has been involved in consolidations six times. The students at Thirkell are well disciplined and come to school ready to learn. They are motivated and enthusiastic about learning new skills in an innovative, stress free climate. Ninety-five (95) percent of the students receive free or reduced lunch. Approximately one percent of our students are homeless. Students at the beginning of the school year completed a student survey and eighty percent (80) of them consider Thirkell a safe and healthy school that has high expectations for all students.

The staff at Thirkell Elementary is committed and dedicated to excellence. The principal, Dr. Clara A. Smith replaced fifty percent of the staff for the 2012-2013 school year due to retirements. The entire staff for 2012-2013 were interviewed by the principal, two (2) certified staff members, two (2) members of the Executive Board of the school's Local School Community Organization (LSCO), and Pamela Good (Business Partner and CEO of Beyond Basics). The teachers were rated using PD360 which is a comprehensive evaluation system authorized by the district as the official evaluation system for all certified staff applying for a teaching position with Detroit Public Schools. Teachers were evaluated in five areas as highly effective, effective, minimally effective, and ineffective. The areas of evaluation included: pedagogical skills, student growth, classroom management, professional development, and an educator's responsibility as a teacher. Along with the evaluation rubric, attendance, attitude, and a knowledge of the five (5) pillars of student achievement were discussed. The staff at Thirkell Elementary holds high expectations for all students, identifies the essential curriculum for grade levels PK through 5, and ensures that the curriculum is sequenced appropriately for increased academic success. Teachers ensure that planning and teaching is aligned to the Common Core State Standards and the standards are taught effectively using best practices and research based strategies. Teachers are able to use a number of formal and informal assessments that are aligned to the curriculum that guides instructional decisions that lead to mastery of identified skills in each discipline. The staff at Thirkell is determined and willing to be change agents for our students that will ensure academic success and a positive self esteem. Teachers are committed and provide rigorous instruction that fosters critical thinking, problem solving, and an innovative use of knowledge that prepare students for high school, college, and the world of work. The community at large encompasses the vision, mission, and beliefs of Thirkell School, it takes a village to educate a child. The community at large feels fortunate that the doors of Thirkell are still open and that great things are happening in the school. The Block Club, Virginia Park Community Council, in conjunction with Henry Ford Health Services, Duffield Library, William Walker Recreation Center, and the Union Grace Baptist Church are major stakeholders with Thirkell Elementary. Thirkell's Local School Community Organization (LSCO) is well represented at each monthly meeting. On the average seventy-five (75) to one hundred (100) parents attend the meetings and they are committed to the Parent Involvement Policy that includes parents in the decision making process of the school and a shared responsibility for high student academic achievement.

The challenges that most schools are facing including Thirkell are financial. It is essential that the upkeep of the building is a priority. The building must be maintained because of its age and whenever necessary, repairs and renovations must be made in a timely manner. Another challenge facing Thirkell is declining enrollment that could ultimately result in building closure.

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## School's Purpose

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

The vision, mission, and beliefs are consistently communicated to all staff. As the vision, mission, and beliefs unfold, our purpose is very clear and direct. The vision and mission statements appear weekly in the weekly notes serving as a constant reminder of our purpose.

### Vision Statement

Learning at Thirkell Elementary is a life long collaborative process. The staff is dedicated to meeting the challenges of providing rigorous instruction in all disciplines as mandated by the No Child Left Behind Act. The curriculum at Thirkell Elementary is data driven and diverse to ensure that all students are competitive in a global society. A seamless transition for students will be created as they enter higher education that will ensure success in their chosen careers.

### Mission Statement

The staff at Thirkell Elementary believes that learning is a life-long collaborative process. The staff is dedicated to meeting the challenges of providing support and cooperation to all members of the school community. The school's child centered approach and family community involvement encourage all students to understand and enjoy the learning process in a secure, caring, and nurturing environment. The staff believes that students will be encouraged to embrace and assume responsibility for their own learning.

### Belief Statements

At Thirkell Elementary School we believe that all children can learn. It takes a community wide effort (village) to educate a child. Everyone must be held accountable for the education of our children. We believe that if students receive the necessary support and are nurtured and challenged, they will meet all expected educational goals. Students are challenged at Thirkell, thus creating excellence for every student in every classroom. Students must develop self-control and assume responsibility for their actions in order to prepare them for real world activities. They must develop self-esteem and a sense of pride, as well as develop pride and compassion for others.

We also believe that we do not exist in a vacuum, that we are part of a larger society, therefore, it is necessary to develop meaningful and healthy partnerships within the community to assist in accomplishing our goals and objectives.

Thirkell Elementary embodies its purpose by holding high expectations for all students and offering high level programs. The programs offered include music, art, physical education, and technology. Each program offers different levels of student cognitive thinking and self-expression.

Thirkell Elementary School has placed great emphasis on building a strong technological infrastructure and curriculum for students in grades K-5. A dedicated space was renovated and furnished with thirty-four desktop computers, two network printers, an interactive whiteboard, digital projector and a color laser printer. These desktop computers were replaced last spring and updated with the Detroit Public School's district approved hard-drive image.

Students in grades 3-5 have received a minimum of 150 minutes of computer-based instruction weekly for over 10 years in a lab setting.

Thirkell Elementary School acquired two Apple MacBook carts and 20 iMac's in the past three years. The first cart was made available as part of the Detroit Public Schools' Summer Academy which was funded under the direction of Mr. Robert Bobb in 2008. The second cart and iMac's were acquired from a local school (Fairbanks) that closed in 2010. These mobile carts and iMacs provide additional access to technology for our younger learners.

Thirkell's Leadership Team has implemented a schedule for students in grades kindergarten through fifth to receive the mobile carts along with direct instruction utilizing available resources from Web 2.0 tools, Apple Office Mac Applications and district approved and licensed web-based resources such as Destination Learning, Raz-Kids, Renaissance Learning-Accelerated Reading, Accelerated Math, Star Reading and Star Math.

Thirkell's Leadership Team has placed a strong emphasis on meeting technology standards. We have adopted the following standards from SY 2012-2013

the International Society for Technology in Education for our technology instruction:

The National Educational Technology Standards (NETS) set a standard of excellence and best practices in learning, teaching, and leading with technology in education. The benefits of using the NETS include: Improving higher-order thinking skills, such as problem solving, critical thinking, and creativity; Preparing students for their future in a competitive global job market; Designing student-centered, project-based, and online learning environments; Guiding systemic change in our schools to create digital places of learning; and inspiring digital age professional models for working, collaborating, and decision making. (Retrieved from: <http://www.iste.org/standards/> on Tuesday, October 30, 2012.)

Informal data and interviews from prior Thirkell students have shown technology readiness at the Middle school and High School level. Previous Thirkell students have returned to share grades and stories of success with their elementary school teachers. Several students have pursued web development, gaming and simulation. This is a strong indication that the technology instruction they received at Thirkell Elementary prepared them for ever-changing Web 2.0 tools and web-based technology and instruction.

The Thirkell Leadership Team continues to plan for a strong immersion of instructional technology for all of our students. We are currently developing a five-year instructional plan which will strengthen our commitment to students in order to meet and exceed the National Educational Technology Standards. Thirkell Elementary will continue to manage a working budget that allows for more teachers to have access to interactive whiteboards and training/in-services in order to use them effectively. Several technology grants for interactive whiteboards and projectors have been written and approved in the past two years. We currently have eight teachers utilizing interactive whiteboards in their classrooms. We are awaiting the installation of a new interactive whiteboard and digital projector in our newly renovated Science Laboratory. We expect the installation to be completed by November 30, 2012.

Dr. Clara A. Smith, Thirkell Elementary School principal, has selected a new educational technology instructor to facilitate instruction for students in grades 3-5. These students are receiving direct quality instruction toward mastery of the National Educational Technology Standards for Students. Our long-term goal is for students to be able to use technology to analyze, learn, and explore. Our leadership team understands that digital age skills are vital for preparing students to work, live, and contribute to the social and civic fabric of their communities (ISTE, 2012).

Thirkell Elementary is a rare school that provides a program with a full complement of instrumental music. Thirkell Elementary's Music Program, which focuses on Pre-Band, String Ensemble, and Concert Band, is offered to second through fifth grade students. Students learn skills similar to a foreign language. They learn the use of symbols, higher order cognitive skills, and self-expression. Second grade students work exclusively with recorders using a Pre-Band curriculum. String ensemble is the focus in third grade, working primarily with violins. Students in fourth grade work with concert band instruments, trumpets, clarinets, tubas, and saxophones, preparing for performances in the fifth grade concert band. Concert band performances are the focus in fifth grade, where students perform using the instrument introduced in the previous grade. The goal of Thirkell's Music Program is for students to become professional /semi-professional musicians throughout their lifetime.

## 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.**

Thirkell has been recognized by the Skillman Foundation as a High Performing School. Thirkell has made Adequate Yearly Progress (AYP) for ten years. Scores on the Michigan Education Assessment Program (MEAP) for grades three through five are always equal to or above the district. The report card grade for Thirkell has been a B for six years. Thirkell Elementary is also a GreatSchools top-rated Detroit School. The scale score received through the great school site is 8 out of 10. This information can be located on [www.greatschools.org/michigan/detroit/](http://www.greatschools.org/michigan/detroit/). Not only is Thirkell academically an excellent school but the school offers art, gym, music (vocal and instrumental) as well as extra curricula activities. Students are encouraged to participate in writing and oratorical contests held at the school and district levels. The boys and girls Basketball team have been champions with the Elementary Basketball League (EBL) for three years. The girls have won first place in Cheerleading for two consecutive years.

The Voices of Thirkell, the school's choir, has performed at the Fisher Theatre, Cobo Hall, Lovett Hall at Greenfield Village, Wayne State University, Chrysler Financial, as well as at Mercedes Benz Corporation in conjunction with our Business Partner, Beyond Basics. Thirkell's String Ensemble has performed for our Local School Community Organization (LSCO) meetings, school programs, and for Robert Bobb, former DPS emergency financial manger.

There is always room for improvement in any educational facility. We will continue to use planning time for analyzing data and creating action plans and instructional activities that will ensure that every Thirkell student is achieving and will be able to be productive citizens in society. Our school is committed to educating the whole child so that they will be able to compete in a global world. Thirkell staff will also continue to encourage parental involvement in the school because when parents are involved, student achievement increases and discipline decreases.

Student writing is a major concern and it is necessary that we have an organized consistent plan for writing in all grade levels. Writing Across The Curriculum is an area for improvement at Thirkell Elementary. We have Implemented, Drop Everything And Write (DEW) on a daily basis for fifteen minutes. A writing prompt is also put in the weekly notes for all grades. Students must be given every opportunity to write. Because of our poor writing scores on the MEAP, a writing lab was opened for all students in grades two through 5.

Additionally, the Thirkell Fine Art Department would like to engage in several fascinating projects between the years 2013 and 2016. The projects include:

1. Community Businesses- art students at Thirkell can benefit from partnering with businesses in/near the Thirkell community. These partnerships will allow them to see how advertising is done, products displayed and additional factors are involved in running a business. A long term partnership with caring professionals will have long-term benefits for students.
2. Skype- technology is inseparable from teaching and learning in today's world. Thirkell students will be able to share art work and activities with students in Australia, Japan, Spain and other classrooms around the world, just by communicating with them using face to face technology.
3. Assessment Mural Contest- Art students have learned that everything we see is made from lines and geometric shapes. These types of relevant assessment skills can be demonstrated for the entire student body through vivid 3-D murals displayed throughout Thirkell's hallways and classrooms. Grades K-5 can draw pictures to compete in this school wide competition. Winning drawings would be painted in selected areas by the fifth grade classes and parent volunteers as their legacy to the school.

The plan for Thirkell's Physical Education Department for the next three years will include a Fitness Day with students, staff, and the community participating in various physical activities. The activities would include stations consisting of strengthening exercises, cardio exercises, nutrition, childhood obesity, and exergaming. The plan would also integrate technology by using physical activity monitoring devices and exergaming. The monitoring devices will include heart rate monitors/wrist watches that calculate the student's heartbeat and

heart rate target zone. This will help track student performance, growth and development. Exergaming would include a Nintendo Wii. This will help to motivate all students to participate in Physical Education. It will encourage students to exercise using video games such as Dance Dance Revolution and Wii Fit. The students will mimic dance moves which require constant movement and physical activity. These games will teach students the importance of physical activity, developing healthy choices, and enjoyment of exercise.

Thirkell Elementary has had many notable achievements and has been successful at many of our endeavors including: increasing student achievement in all grade levels, maintaining highly qualified teachers, assessment mastery in reading and mathematics, building positive character traits within our students, increasing parental involvement as well as community/business partners and stakeholders in the Thirkell community. However, we are continuing to examine and implement best practice and programs to enhance the education and social welfare of each student attending Thirkell Elementary so that they will be productive citizens and able to compete in a global society.

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## Additional Information

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

- \*Consistent two-way communication with staff, students, parents, as well as serving as a listener
- \*Frequent and on-going professional development activities
- \*Grades are organized into clusters/teachers visiting classrooms within the building sharing strategies.
- \*Common planning time for teachers in each grade level/common homework and bellwork assignments for each grade level. Monthly grade level meetings
- \*Writing lab for students in grades 2 through 5
- \*Writing laboratory for students in grades 1 through 5
- \*Face to Face meetings (articulation with teachers in next grade levels)
- \*Monthly family meetings with students and staff
- \*Proper grouping of students for test mastery (high, middle, low)
- \*Creating a warm, safe, positive climate where student achievement prevails
- \*Building and enhancing technological skills of all students in PK through grade 5 with the stationary and mobile computer laboratories.
- \*Increasing partnerships (private and community)
- \*Increasing parental involvement in all school functions (LSCO, workshops, fieldtrips, room moms/dads, mentoring, hall monitors, lunchroom helpers, playground helpers, and ground keepers)

# Turnaround Redesign Diagnostic

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## **Introduction**

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

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## 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.

Dr. Clara A. Smith-Principal: clara.smith@detroitk12.org

Lee Wright-Academic Engagement Administrator: lee.wright@detroitk12.org

Scott Bania-Instructional Specialist: scott.bania@detroitk12.org

Jennifer Crump-Instructional Specialist: jennifer.crump@detroitk12.org

Jessonya Fitzpatrick- Instructional Specialist: jessonya.fitzpatrick@detroitk12.org

Tracy Arneau-Teacher: tracy.arneau@detroitk12.org

Victoria Wilson-teacher: victoria.wilson@detroitk12.org

Julia Pitts-teacher: julia.pitts@detroitk12.org

Sonia Carter-Parent:bagldy06@yahoo.com

Lisa Cade-Parent:mrsrn27@yahoo.com

Jennifer Shelton-Wayne RESA School Improvement Facilitator: jennifer.shelton1@yahoo.com

Dr. Irma Hamilton-Michigan State University Intervention Specialist:ijhamilton@att.net

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## 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.)**

1. Based on the Teacher Perception Survey (adapted from [www.michigan.gov](http://www.michigan.gov)) that was administered to the Thirkell staff in October 2012, it was determined that at least fifty percent of the instructional staff expressed a need for increased time for collaborative dialogue around student data. Prior to the survey, grade level teams met to analyze and interpret MEAP data using the Lipton Wellman Collaborative Learning Cycle model. We identified gaps in the five core academic areas. These findings led to examination of research-based practices from Robert DuFour who is known for establishing Professional Learning Communities (PLC). He believes that the key to improving learning for students is through continuous job embedded learning for educators. This research comes from DuFour's latest book entitled, *Whatever It Takes: How a Professional Learning Community Responds When Kids Don't Learn*. Additional information was also taken from *Getting Started: Reculturing Schools to Become Professional Learning Communities* written by Robert Eaker, Richard DuFour and Rebecca Burnette. As a result of examination and review of data, the two areas of focus were identified which were developing Professional Learning Communities and a creation of RTI, a Multi-tiered Student Support System.

a. Professional development on PLC will be ongoing to establish a common language, process, and protocols. Professional Learning Communities will be held at biweekly Wednesday Staff meetings. Teachers will meet in grade level/content area teams and hold professional conversations to discuss best practices targeted on closing the achievement gap across the five core academic areas and increasing academic achievement of all Thirkell Elementary students. Teachers will work collaboratively to analyze data, improve instructional practices, and discuss vertical alignment across grade levels. Sign In sheets, agendas, and minutes will be evidence of meeting dates and times. The Lipton Wellman Collaborative Learning Cycle will be used to assist and promote data dialogue (*Got Data? Now What?* 2012).

b. Multi-Tiered Student Support System model (MTSSS) was selected based on the gaps identified in the MEAP data and staff data dialogues. MEAP data indicated that the percentage of students in each proficiency level over time on the MEAP Reading test represents an increase of students in level three by 10% and a decrease of students in level four by 4%. Nearly three times the number of students reached Level 1 proficiency levels in Fall 2009-2010 compared to only 8% in Fall 2011-2012. The percentage of students scoring in proficient levels over time on the MEAP Mathematics test shows a significant increase in proficiency from Fall 2008-2009 to Fall 2010-2011; an increase of 27%. Data from 2011-2012 shows a decrease in proficiency of 14% compared to Fall 2010-2011. The percentage of students scoring in proficient levels over time on the MEAP Writing test in writing has dropped 51% in the past academic year and 56% over the past two academic years. In the Fall of 2008-2009, 68% of Thirkell students scored in proficient levels compared to only 12% in Fall 2011-2012. The percentage of Thirkell students scoring in proficient levels from 2008- 2012 shows drastic decreases among Fall 2009-2010 scores and Fall 2011-2012 scores. There was a dramatic increase of 32% in proficiency levels from Fall 2009 to Fall 2010, followed by a decline of 18% in Fall 2011-2012. Based upon the review of the data, MTSSS was selected as an intervention strategy.

MTSSS provides the framework for teachers to design the academic interventions that all students need in order to be successful. MTSSS allows for students to receive intentional reading, writing and math instruction in flexible settings and groupings. The MTSSS model is a three tiered approach which focuses on reading and writing instruction of all students. Tier I instruction is the level in which a highly qualified teacher instructs all students. Tier II instruction interventions are directed toward small groups that have specific learning strengths and weaknesses. Progress monitoring in Tier II is ongoing. Tier III intervention occurs when students are not making progress in Tier II. Students in Tier III have on-going progress monitoring and a diagnostic evaluation can later determine any changes needed in instruction. MTSSS uses differentiated instruction as an integral part of the intervention used for the students. The principles of this model can be found in *RTI Success: Proven Tools and Strategies for Schools and Classrooms* by Whitten, Esteves, & Woodrow, 2009.

The leadership/School Improvement Team (SIT) at Thirkell Elementary will use the 2012-2013 school year to create and establish a Multi-Tiered Student Support System model (MTSSS) to help improve student achievement. Student assessment results from DIBELS, Star SY 2012-2013

Reading, Star Math, Accelerated Reading, Accelerated Math, MEAP and MAP will be used to drive data decision making. We will begin to implement the Multi-Tiered Student Support System model (MTSS) during the 2012-2013 school year.

c. The Thirkell Turnaround Team (TTT) is currently revising the universal school schedule in order to maximize instructional time for each day. The school schedule will be revised to incorporate an uninterrupted 120 minute Literacy Block. Research information was taken from Principal, November/December 2008, p. 21-23 as well as Educational leadership, Summer 2005, volume 62. These articles focus on a successful literacy model which contains four blocks of instruction; 30 minutes of a guided reading block, a word study block, and a writing block, followed by 30 minutes of small group instruction which focuses on selected topic, such as reinforcing reading comprehension strategies with narrative and expository text studied in small group rotations..

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

A School Needs and Perception Survey indicated that 57% of the staff strongly agrees that more time is needed for professional growth. After meeting in grade level cohorts and engaging in data dialogues, the consensus was made that Professional Learning Communities are necessary to increase teacher capacity. Therefore, a Professional Development Calendar was created to provide opportunities for professional growth (please see attached PD Calendar). Instructional Specialists will use coaching strategies to provide job-embedded professional development. Administrators will perform Walk -Throughs, Look -Fors, and post teacher observations, and provide feedback to increase fidelity in teacher performance. During data dialogue reviews of MEAP, STAR, DIBELS, and Perception data (as referenced above), it was also determined there is a need for a strong student support system to help increase student achievement. All four types of data showed a consistent trend indicating an increase in students who were not proficient or two to three years below grade level. Professional development will be scheduled to increase teacher knowledge in the use of Response to Intervention (RTI), a Multi-Tiered Student Support System (MTSS). This model will help to address students who are below grade level, on grade level, and above grade level as indicated by the assessment data. The MTSS model is a three tiered approach which focuses on reading and writing instruction of all students. Tier I instruction is the level which a highly qualified teacher instructs all students. Tier II instruction interventions are directed toward small groups that have specific learning strengths and weaknesses. Progress monitoring in Tier II is ongoing. Tier III intervention occurs when students are not making progress in Tier II. Students in Tier III have on-going progress monitoring and a diagnostic evaluation can later determine any changes needed in instruction. Professional learning communities will address the needs indicated in perception data and assessment data for additional training and resources to increase student achievement in the core content areas. Based upon the data dialogue review that indicated gaps and declines in student proficiency trends, the Thirkell Turnaround Team was created. The Thirkell Turnaround Team will monitor the systems in place for effectiveness of programs and determine if there is an increase in student learning, and make adjustments as deemed necessary by the continued review of assessment data.

## PART C: DEVELOP 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.**

Detroit Public School District administration will align the principal selection process for Priority Schools to the two year rule.

My name is Dr. Clara A. Smith. I have been Principal of Thirkell Elementary for eleven (11) years. Thirkell has been recognized by the Skillman Foundation as a High Performing School. Thirkell Elementary is recognized as a top-rated Detroit School from Great Schools. The scale score received through the Great School site is 8 out of 10. This information can be located on [www.greatschools.org/michigan/detroit/](http://www.greatschools.org/michigan/detroit/). The students at Thirkell Elementary have made Adequate Yearly Process (AYP) for nine years with a Report Card grade of B. As the Instructional Leader of Thirkell Elementary, I must at all times model the way. My goal is to provide a rigorous, rich curriculum that will empower the teachers and students. To provide an environment that supports and enhances learning. To build a learning environment that focuses on curiosity, intentionality, and sociability of the learner that will take the scope of inquiry as its base for continued growth. Teachers and students work collaboratively in supporting each other's inquiry in our learning centered environment. Excellence from all staff is a must. I am a risk taker, I know what is needed to have an effective school and Thirkell is an effective school where learning is our main priority.

I am a transformational leader. I work in collaboration with my entire staff to make sound instructional decisions that impact student achievement. My greatest areas of strength are my organizational skills and people skills. I have a passion for my job and I love my students, parents, and school community. I have always been organized therefore, my Leadership Team and I organized the entire grade level structure of Thirkell Elementary. Students in kindergarten through third grades are in self contained homerooms with a Science Specialist. Students in grades 4 and 5 platoon to special classes: English Language Arts (ELA), Mathematics, Science, and Social Studies. There is one self contained class in grade 4 and one self contained grade in grade 5. Testing data, horizontal and vertical, is used to analyze the pros and cons of self contained classrooms verses platooned classrooms where students receive instruction from a Science and Mathematics Specialist. With the flexibility with Title 1 funds, the school offers art, gym, music, and computers as electives. My vision, mission, and basic beliefs for the students as well as the learning community at Thirkell Elementary are constantly and consistently communicated to all students, staff, and stakeholders. As the vision unfolds, goals are very clear and direct. I model and communicate my vision at all times. Our mission is recited daily by all students over the morning broadcast. "All students can and will learn." The ability to give accurate information and to speak in an organized manner on the many wonderful things that are happening at Thirkell Elementary has been another source of my strength and success. I firmly believe that in order to have a successful and effective school it is essential that the leader be able to communicate in a positive way to all staff. I am able to communicate clear, coherent messages to my staff, students, parents, and community. I am also an excellent listener and I know the importance of two way communication. In the Carnegie Report, one of the main goals for success is that you must love doing what you do.

I lead by following, by serving, and inviting others to share. Effective schools are labeled with positive climates where everyone knows the importance of doing their job, where respect and compassion is a must. I practice leadership pedagogy by exhibiting Best Practices in Education, building level decision making, distributed leadership, teamwork, and dedication.

Dr. Clara Smith was interviewed in June 2012 by Karen Ridgeway, Superintendent of Academics. Based upon the district interview, Dr. Clara A. Smith met the qualifications for a turnaround principal, she received a contract and was assigned to Thirkell Elementary.

**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 the school's 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.

Operational flexibility with interviewing and the hiring of teachers for 2012-2013 allowed the Principal along with the School Improvement and Leadership Teams to make solid decisions on selecting the most Highly Qualified teachers for Thirkell Elementary. Excellent teachers must be at the center of any successful school. Ensuring that our students have the best teachers from their first day in school until they graduate is the most critical responsibility we share. With the proper academic placement of staff, student achievement will increase in all grade levels. With additional support from School Service Assistants and tutors, teachers can identify students who need additional assistance in reading and mathematics. Rigorous, relevant instruction that's individualized or in small groups will surely decrease the achievement gap. Consolidation of all funds (Board and Title 1), allow for the hiring of additional teachers and support staff along with additional Buy-In Services from Project Seed, Entrepreneur Works, Communities In Schools, and the Children's Museum. For example, Communities In Schools (CIS) is a program that provides outside resources to assist with the physical and emotional needs of our students. During the 2010-2011 school year, 87 percent of the students CIS monitored reduced their high-risk behavior through a combination of services that included after-school programs, mentoring, counseling, conflict resolution, and pregnancy prevention programs (<http://www.communitiesinschools.org/our-impact/proven-results/result/87-students-reduced-their-high-risks-behaviors>). CIS affords staff members to assist students academically in small group settings or one-on-one. They may work in small groups with students who are scoring low on academic assessments such as Dibels, Accelerated Reading, Accelerated Math, Measures of Academic Progress, and the Michigan Assessment Program (MEAP). They can also assist students who may need minimal intervention and provide students with before and after school tutoring and formal instruction on Saturdays to meet their academic needs.

Budget flexibility allows for After School Programs as well as for Professional Development Consultants for staff development and Professional Development Inservices for staff in district as well as outside of the district. The school has the responsibility and plays a critical role in providing relevant on-going, high quality Professional Development for all staff (instructional and non-instructional) that is aligned with the school's instructional program. The Principal and Leadership Team have the flexibility to develop the school's Professional Development Calendar in conjunction with the Professional Development that is offered by the District.

The school has the flexibility to use Block Scheduling for English Language Arts/Social Studies and Mathematics /Science. Making use of the 120 minute block for English Language Arts daily ensures academic success in Reading (Informational and Expository). A ninety minute block daily in Mathematics and Science also ensure academic success. The last fifty minutes every Friday can be used for small group tutoring, peer tutoring, one-on-one tutoring, cross grade level tutoring.

The Thirkell Leadership Team recognizes the influence that technology has on motivating students and providing engagement. We will concentrate on closing the "motivation gap" in order to reduce the achievement gap in much of our student population. The Thirkell Leadership Team is currently working with the Detroit Public Schools' (DPS) Informational Technology Department in order to select the necessary peripherals that will be supported by DPS and increase teacher's ability to integrate technology into their curriculum. We are currently seeking additional digital projectors as the use of multimedia addresses multimodal learning and has been shown through research to produce significant gains in student achievement (Cisco, 2008). Budgeting flexibility will enable us to purchase these necessary peripherals.

**Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.**

Thirkell Elementary School principal and Academic Engagement Officer will use teacher observations to measure the effectiveness of staff

who works within the turnaround school. Observation 360 and PD 360 will be used to offer additional support.

In 2011, principals and AEO were given the charge to share a model of teacher evaluation with instructional staff during November 8, 2011 professional development. During the professional development session, instructional staff commented on the evaluation model using the Educator Evaluation Response Form. Instructional staff developed verbiage indicating what it looks like to be an ineffective, minimally effective, effective, and highly effective teacher. The data was compiled and given to each building principal. Principals gathered the data and sent the information back to the district. A district approved Teacher Evaluation tool was developed and presented to Thirkell teachers in March 2012. In order for a teacher to be rated highly effective, they must demonstrate 25% student growth and meet the other criteria of the four main core elements in the teacher evaluation tool.

Teachers will be evaluated five times a year. In the first semester, an administrator will observe teachers using the Effective Lesson Look-For checklist twice every semester and observe teachers using the Inter-Rater 360 once every semester. The administrator and teacher will debrief after every observation. In June each teacher will meet with an administrator to review the summative evaluation. During this review teacher will provide evidence and artifacts to support their professional growth, teacher effectiveness, and student data.

### **Specify how the school will screen all existing staff and rehire no more than 50 percent.**

The principal of Thirkell Elementary along with certified staff, Executive Board of the Local School Community Organization (LSCO), and Pamela Good (Business Partner and CEO of Beyond Basics) had the opportunity for the 2012-2013 school year to interview the most highly qualified teachers employed by Detroit Public Schools as well as teachers from out of the district. Teachers were screened according to their ability and willingness to support the goals of the school. Fifty (50%) percent of the original Thirkell staff was retained for the 2012-2013 school year. The following criteria was used and will be used to screen teachers to hire for the 2013-2014 school year and no more than 50% of current staff will remain at Thirkell Elementary:

- \* Review of performance evaluations from Observation 360 and PD360 which is a comprehensive evaluation system that assesses teachers' competency and effectiveness of their teaching. Teachers will be evaluated in five core elements from the District mandated teacher evaluation tool which are; demonstrating pedagogical skills, student growth, classroom management, professional development, and their responsibility as an educator for professional growth. Ratings are: highly effective, effective, minimally effective, and ineffective. Beginning in the 2012 school year, teachers will be evaluated five times a year. In the first semester, an administrator will observe teachers using the Effective Lesson Look- For checklist twice every semester and observe teachers using the Inter-Rater 360 once every semester. The administrator and teacher will debrief after every observation. In June each teacher will meet with an administrator to review the summative evaluation. During this review teacher will provide evidence and artifacts to support their professional growth, teacher effectiveness, and student data.
- \* Recommendations from colleagues
- \* Review of student performance indicators
- \* Willingness and ability to support and implement all school improvement initiatives
- \* Willingness and ability to participate in distributed leadership
- \* Willingness and ability to collaborate in work groups and Leadership Teams
- \* Willingness and ability to actively participate and implement Professional Development beyond a superficial level
- \* Ability to implement a standard based curriculum and data driven decision making

### **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 Transformation/Turnaround schools will work in conjunction with the Detroit Public Schools (DPS) Talent Acquisition Department, (TAD) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical.

Transformation/Turnaround schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes.

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

#### Project Pathways Transition to Teach Grant Program:

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/Turnaround 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/Turnaround 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/Turnaround 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/Turnaround School's Cooperating Teachers.

#### Promotional Opportunity/Career Growth

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

#### Flexible Working Conditions

The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, 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.

Teachers will be identified as highly effective based on their most recent teacher evaluation rating, recommendations from colleagues, review of student performance indicators, willingness and ability to participate in distributed leadership, ability to collaborate in work groups and leadership teams, actively participate and implement professional development, and ability to implement standards based curriculum and data driven decision making.

Building level incentives to retain highly qualified staff include creating flexible working conditions and flexible scheduling to provide professional development opportunities during the school day but not limited to release time for collaborative planning, financial incentives

such as additional pay for Before school, Afterschool, Saturday and Summer School, and a performance pay incentive stipend.

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## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**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.**

Thirkell Elementary professional development plan will be implemented in January 2013. PLC meetings will be held weekly in grade level and content area teams. Professional development on PLC will be ongoing to establish a common language, process, and protocols. Professional development given by the Principal, Academic Engagement Officer, Instructional Specialists, and outside experts will cover topics such as MTSS and PLC's. An online resource, PD 360, will be utilized to provide training that will be discussed during grade level team common planning periods. Time for professional development will be given during Wednesday staff meetings, grade level and content area common planning periods, and after school hours. Teachers will meet monthly in professional learning communities and grade-level meetings to review student work. Teachers will identify each class's overall areas of relative strengths and weaknesses so that teachers can appropriately allocate instructional time and resources. Teachers will also share instructional and assessment methods and adapt classroom strategies to meet the needs of their students. Attached is a professional development plan which was developed using the Thirkell Needs and Perception Survey, MEAP, DIBELS, and STAR assessment data (outcome data), process data, demographic data and grade level team dialogues and data analysis. Supports in place to monitor timely implementation of effective teaching and learning strategies include the use of Effective Lesson Look- For checklist based on the observation, observation debriefing comments following the observation, an Observation 360 plan for effective teaching strategies, recommendations for additional coaching and job embedded training with building Instructional Specialists, and additional professional development provided by the district, county, and state.

**Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.**

The new governance structure for Thirkell Elementary consists of the Assistant Superintendent for Turnaround Schools, the Superintendent of Academics, the Financial Manger, the Wayne RESA School Improvement Facilitator, and the Michigan State Intervention Specialist. During data dialogue reviews of MEAP, STAR, DIBELS, and Perception data it was determined there is a need for a strong student support system to help increase student achievement. All four types of data showed a consistent trend indicating an increase in students who were not proficient or two to three years below grade level. Based upon the data dialogue review that indicated gaps and declines in student proficiency trends, the Thirkell Turnaround Team was created. This will be the governance structure at the school level. This team will consist of the building principal, Academic Engagement Officer, Instructional Specialists, Teacher Leaders, and two Executive Board Members from Thirkell's Local School Community Organization (LSCO). The principal will select lead teachers to help implement the plan at each grade level. Each member of the TTT will have a defined role to support student achievement. Together, this new governance structure will bring the necessary reform to shift student achievement.

It will be the responsibility of the lead teacher to meet twice a week with their grade level teams. Each meeting will be documented with an agenda, recorded notes, and a sign in sheet to provide evidence that each meeting has taken place. These meeting times will be used for planning, pacing instruction, collecting and analyzing data, vertical articulation and planning research-based intervention strategies. Teachers will also share concerns, discuss their teaching strategies and make decisions based upon data. It is also the responsibility of the teacher to progress monitor all students to determine the type and intensity of any further interventions needed. Grade level lead teachers will share the weekly outcomes with instructional specialists. Instructional specialists will ensure that all data, measurement and assessment tools are

being used accurately and effectively. It will also be the responsibility of the instructional specialists to coordinate professional development to the staff. The building principal and Academic Engagement Officer will participate in weekly classroom Walk-throughs, two Look-For observations (informal). The principal will conduct one formal (Inter-Rater 360) observation each semester. To create sustainability the Thirkell Turnaround Team will monitor the systems in place for effectiveness of programs and determine if there is an increase in student learning, and make adjustments as deemed necessary by the continued review of assessment data. TTT meetings will be used to review and evaluate all new student data and make any necessary changes to the reform process. Any changes that need to be made will be communicated to all stakeholders involved.

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

Thirkell Elementary School will collaborate with the Offices of Literacy, Mathematics, Sciences and the History, Society & Culture departments to ascertain, evaluate and determine valid and reliable data and assessment tools. Further research will be gathered by Thirkell's Turnaround Team (TTT) to seek additional current research-based instructional and assessment methods to strengthen all of our core academic values. All instruction will be aligned with the Common Core State Standards and Detroit Public Schools' academic guidelines. Our Professional Learning Communities (PLC) will continue to strengthen and align the curriculum across all grade levels during weekly PLC meetings as we establish a Universal Design for Learning (UDL, <http://www.udlcenter.org/>) format and classroom assessment cycles. Research taken from CAC, A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning written by Butler & McMunn.

Student data will be collected, analyzed and interpreted from the following resources: Student Information Services, Renaissance Place: Star Reading and Math, Accelerated Reader and Accelerated Math, Dynamic Indicators of Early Literacy Skills (DIBELS), MEAP Results, teacher-generated rubrics, checklists, student portfolios, student interviews, exit slips, surveys, and monthly academic achievement progress reports. Professional Learning Communities will collaborate weekly to analyze grade level data, discuss similarities and differences across all grade levels and formulate unit plans and lessons that provide re-teaching experiences as well as challenging curriculum that is motivating, engaging and directly related to the Common Core State Standards.

The Thirkell Turnaround Team analyzed the previous four years of MEAP data. The percentage of students scoring in proficient levels over time on the MEAP test for Reading (aggregate of all grade levels from Fall 2008 to Fall 2012) has a low score of 60% proficiency in Fall 2008-2009 and a high proficiency level of 88% in Fall 2009-2010. This has dropped significantly in the past two years; 80% in Fall 2010-2011 and 74% in Fall 2011-2012. This data represents a steady decline over the past two years in MEAP Reading scores.

The percentage of students in each proficiency level over time (aggregate of all grade levels) on the MEAP Reading test represents an increase of students in level three by 10% and a decrease of students in level four by 4%. Nearly three times the number of students reached Level 1 proficiency levels in Fall 2009-2012 compared to only 8% in Fall 2011-2012. This data reinforces our need to restructure our literacy instruction.

The percentage of students scoring in proficient levels over time (aggregate of all grade levels) on the MEAP Mathematics test shows a significant increase in proficiency from Fall 2008-2009 to Fall 2010-2011; an increase of 27%. Data from 2011-2012 shows a decrease in proficiency of 14% compared to Fall 2010-2011. This decrease in proficiency warrants the need to provide more effective mathematics instruction.

The percentage of students scoring in proficient levels over time (aggregate of all grades) on the MEAP Writing test has dropped 51% in the past academic year and 56% over the past two academic years. In the Fall of 2008-2009, 68% of Thirkell students scored in proficient levels compared to only 12% in Fall 2011-2012. This is a tremendous decline in writing scores and warrants immediate intervention. The Thirkell Turnaround Team is currently in the process of collaborating and planning with grade level team members for students in grades 3 to 5. Students in Kindergarten through second grade are currently receiving additional writing instruction (up to 3 hours weekly) in a dedicated classroom with a highly-qualified primary writing specialist.

The percentage of Thirkell students scoring in proficient levels from 2008- 2012 shows drastic decreases among Fall 2009-2010 scores and Fall 2011-2012 scores. There was a dramatic increase of 32% in proficiency levels from Fall 2009 to Fall 2010, followed by a decline of 18% in Fall 2011-2012. However, the State of Michigan saw a decline of 63% for grade 5 students from Fall 2010 to Fall 2011. In the Fall of 2010, 78% of students in grade 5 scored in proficient levels, followed by only 15% of grade 5 students meeting proficiency in Fall 2011. Thirkell's grade 5 students scored nearly double the state average (29%) in Fall 2011-2012. The percentage of students in each proficiency level over time (aggregate of all grades) for Science shows an increase of 17% in Level 4. This is the highest percentage of students in Level 4 in a four-year period of test data. Students in Levels 1 declined by 14% from the previous year (Fall 2010) and only 4% in Level 2 from the previous year (Fall 2010). Overtime, students on proficiency Level 2 have remained consistent. The decline in students for Level 1 and the increase of students in Level 4 remains to be our largest concern.

The Thirkell Turnaround Team will continue to work collaboratively with our lead teachers within our professional learning communities to use best practices within a Response to Intervention model to improve student achievement from kindergarten through grade 5. The TTT and lead teachers within our professional learning communities will continue to analyze the data, observe classroom instructional practices and work toward building a stronger universal model of instruction and assessment to raise achievement at all grade levels.

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

To ensure our students continue to excel academically throughout the course of the school year, we will continue to use data from our formative, interim, and summative assessments which will be aligned to Common Core State Standards (CCSS). Formative, summative, and interim (progress monitoring) data will be collected to determine individual student needs.

Formative assessments will be given to students after a particular skill or concept is taught during that day or course of the week. Interim assessments will be given to measure student achievement based on common core state standards and will help to inform instruction by sampling important learning goals throughout a grade level. Interim assessments would come in the form of Benchmark Assessments, DIBELS, Star Math and Star Reading. Finally, the goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of the marking period, semester, and school year. Summative assessments would be in the form of Michigan Education Assessment Program (MEAP), MAP, grade marking period and final cumulative grades.

These assessments will align with our district's core curriculum and CCSS. This data will be used to help place students into three tiers using the Multi-Tiered Student Support System model. Grade Level Team meetings will be held bi-weekly where data is reviewed and evaluated. Cross grade level meetings will be held once per card marking. Data from these assessments will be used in our PLC's, grade level teams, School Improvement Team, and TTT to direct instruction and develop meaningful professional development to increase student achievement across all grade levels.

Student-teacher conferences will be held after each card marking. Teachers will share and explain student grades, local test data and state test data with students. Student Led Parent Conferences will also be held. In these meetings, students will explain and review portfolio and data folders with parents.

Benchmark STAR, DIBELS, and teacher created formative assessment student data will be shared across the grades at the end of every card marking in cross grade-level meetings. The purpose of these shared sessions is to review, evaluate, and guide implementation of Multi-Tiered Student Support Systems. Notifications will be given to the Thirkell Turnaround Team about adjustments of implementation directly following the cross grade-level meetings.

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## **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. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?**

The Thirkell Turnaround Team (TTT) is currently using the universal school schedule in order to maximize and increase instructional learning time each day. An uninterrupted 120 minute literacy block will be incorporated for the entire school. Within that time frame, teachers in all classrooms could fully implement a comprehensive and balanced literacy model calling for guided, shared, and independent reading and writing, as well as vocabulary and word study instruction. During the uninterrupted literacy block students will receive instruction from a highly qualified teacher. Special subject teachers will co-teach with a highly qualified language arts teacher. (Research taken from Principal, November/December 2008, p. 21-23.) Walk-throughs will be used to measure effective use of time. A perception survey will be given to staff to determine the staff's perception of effectiveness of time. The master schedule will provide increased opportunities for grade level and cross grade level cohorts to collaborate and discuss strategies to increase student learning. Further plans account for an extended day program three days a week. This will lead to seven additional hours of instruction and will include enrichment activities that support the Common Core State Standards (CSSS).

Recent research indicates that schools following an expanded opportunity model (EOM) may have an educational impact on children living in at-risk or low-income areas; however, there has not been enough significant and rigorous data to support this claim. The TTT will continue to review current research and models that may have the greatest impact for our student population.

(<http://www.districtadministration.com/article/are-expanded-learning-time-models-worthwhile>)

Once the model is in place, the TTT will recruit certified teachers to serve students and their families on Saturdays during the academic school year. The schedule will reflect a monthly rotation of teachers and support staff. The TTT will continue to seek partnerships with surrounding businesses and institutions to support the funding of the Saturday Academic program. (Review of Educational Research, September 2010 vol.80 no.3 401-436)

**Detail how the school will provide appropriate social, emotional and community services that support students.**

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 evaluate our teaching and learning practices, monitor students' academic progress and 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.

Thirkell Elementary School provides appropriate social, emotional and community services that support the growth and development of our students. Thirkell school personnel has partnered with many outside resources to help ensure that students are meeting their full potential in each of the social, emotional, and community service areas.

The community based services that partner with Thirkell Elementary are as follows:

- 1.Communities In Schools (CIS)
- 2.Beyond Basics-Literacy Program Mercedes Benz/Oakland University Partnership
- 3.Mobile Dentist
- 4.Vision and hearing testing
- 5.Henry Ford Health Care Systems
- 6.DMC
- 7.Comcast
- 8.DTE
- 9.Duffield Library
- 10.William Walker Recreation Center
- 11.Union Grace MBC
- 12.CVS
- 13.Home of Love Daycare
- 14.Oak Grove AME Church

These services are provided to the school families as well as the surrounding school community. Thirkell administration and staff make sure that the community is well aware of the services the school offers through our LSCO, community liaison, local churches and take home flyers with the students. Currently community based services offered by the school are being utilized to the fullest by the Thirkell families based on their needs. These partnerships have promoted and will continue to promote a healthy development of all Thirkell students. Several of the services, such as our partnership with Duffield Library and Beyond Basics also help with students' academic enrichment. These services offer students the opportunity to increase their reading, writing, editing and publishing skills. The mobile dentist, HFHC, and the DMC provide students and their families with information and tools that will assist them with healthy living practices,

Our students' social, emotional and academic enrichment requirements are reached through school programs such as:

- 1.Curriculum Night
- 2.Parent/Teacher Conferences
- 3.Open House
- 4.Open Parent Computer Lab Sessions
- 5.Parent Learning Workshops

Each and every staff member plays a role in these activities. There is a large parent and student turn-out for these activities. Thirkell administration and staff strongly believe these programs offer parents a broader understanding of what their child is learning in school as well as providing the parents with key assets to assist and bring learning into their homes. These programs encourage a stronger and more positive school climate as well as engaging the surrounding community in what Thirkell Elementary has to offer.

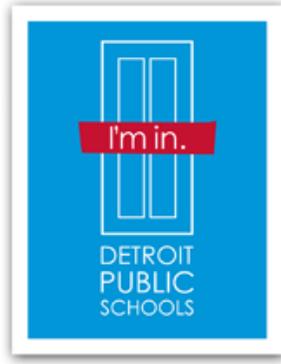
# Assurances Report

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## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<a href="#"><u>Detroit_Educator_Evaluation_Process_Manual(revised).pdf</u></a>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<a href="#"><u>thirkell_professional_developmentcalendar.doc</u></a>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	
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.	Yes	<a href="#"><u>DAEOE.LOA.PrioritySchools.pdf</u></a>



## Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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## Overview

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

### The Purpose of Evaluations:

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

## Why We Need an Updated Teacher Evaluation System

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

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

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

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

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



## Executive Order

### DETROIT PUBLIC SCHOOLS

Roy S. Roberts  
Emergency Manager

#### ORDER

#### Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

**IT IS HEREBY ORDERED:**

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

**NEW POLICY**

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



## Michigan Law

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

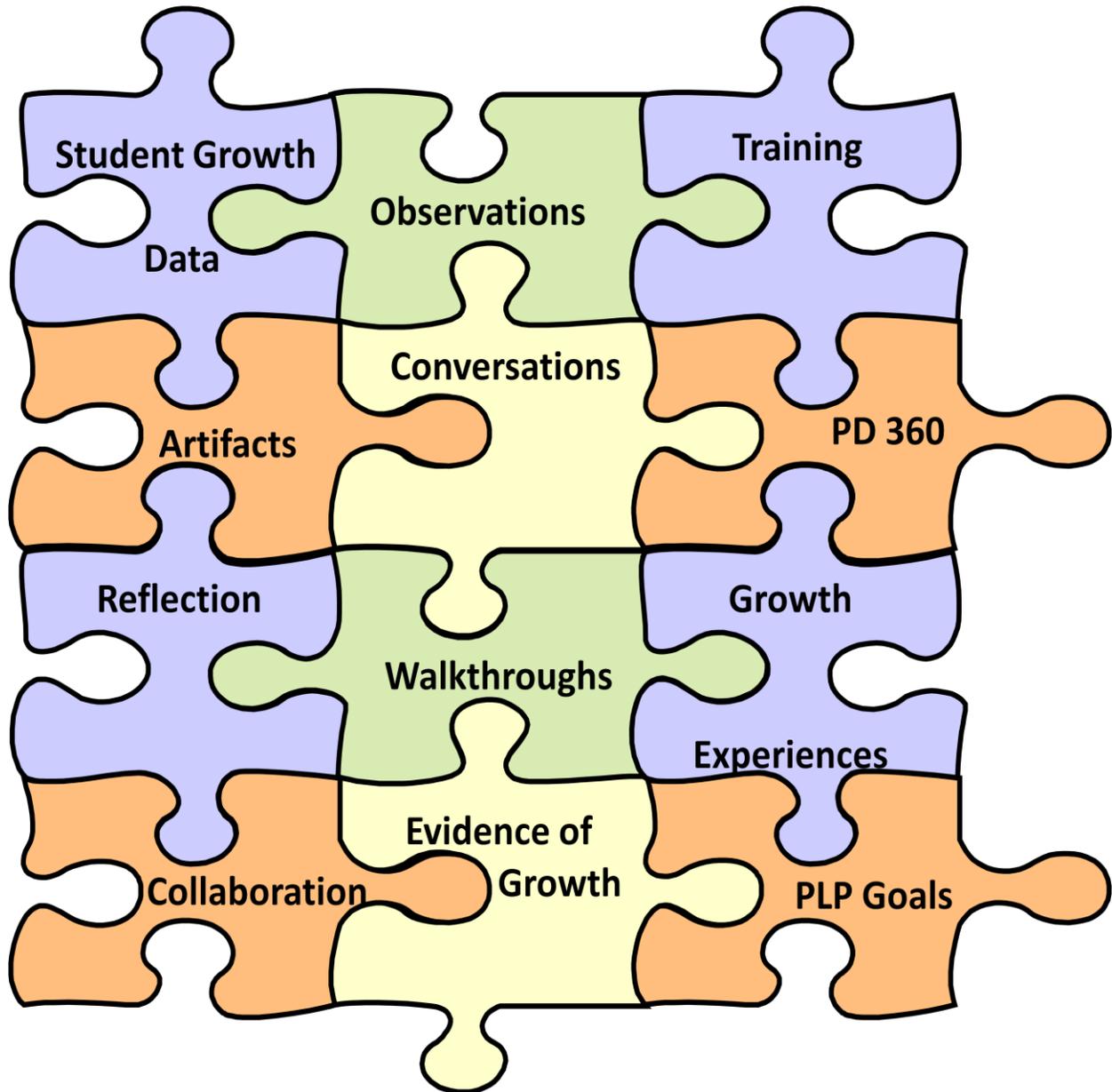
### *380.1249 Performance Evaluation System.*

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

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



Pieces of the Teacher Evaluation Process





## Five Core Elements

### I. Demonstrated Pedagogical Skills

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

### II. Student Growth as Predominant Factor

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

### III. Classroom Management

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

### IV. Relevant Special Training

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

### V. Educator Responsibilities

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

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

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



## Performance Level Ratings

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

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

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

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

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



## Student Growth Information

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

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

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

### LIST OF DATA SOURCES

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



## Observer Guidelines

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

### September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

### Support and assist teachers

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

## **April-May**

### Conduct end-of-year observation

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

### Conduct teacher conference

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

### Complete Annual Rating Form

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

## **June – June**

### Year-Round Activities

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



### Request for Assistance and Support

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

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

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

**AREA(S) OF CONCERN:**

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

**SUPPORT PROVIDED:**

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

**SUPPORT REQUESTED:**

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

Principal’s Signature

Request Date

School Phone No.



**Teacher Evaluation At - A - Glance**

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

### **PD360 and OBSERVATION360**

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

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

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

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

### **FORMS**

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

## Teacher Evaluation Rubric Overview

### CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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



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

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

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

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



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

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

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

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

**Professional Learning Plan**

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

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

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

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

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

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

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





Calculation and Reporting

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

Computing Annual Rating for Teacher Performance

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

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

Table with 4 columns: Element Name, Multiplier (x), Weight, and Score Line. Rows include Element 1-5 Summary Rating Scores, TOTAL ABOVE, and Divided by 100=SUMMARY TOTAL.

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

Rating Scale

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

Effectiveness Label:

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

Attendance & Discipline

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

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

Four horizontal lines for listing contributions and accomplishments.

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



**RETENTION RATING SCORING**

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

The following four categories will have the following ratings:

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

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

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

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

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

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

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

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

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

**Thirkell Elementary School**  
**7724 14<sup>th</sup> Street**  
**Detroit, Michigan 48204**  
**313.596.0990**  
**Fax 313.596.0982**

Professional Development Calendar  
2012-2013

<b>When</b>	<b>Topic</b>	<b>Who</b>	<b>Evidence</b>
November, 2012	Bridging the Gap Between School & Home	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
November, 2012	Integrating U.S. History & Geography	Social Studies Teacher	Agenda, Handouts, Sign In sheet
Biweekly-September- June 2013	6+1 Writing Traits	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
Biweekly-September- June 2013	Elements of Direct Instruction (DI)	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
Weekly starting September- June 2013	Professional Learning Communities: Content	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
Biweekly-December- February 2013	Differentiated Instruction Strategies	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
January-April 2013	Writing Across the Curriculum	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
September-June 2013	Positive Behavior Management	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
March, 2013	Using Data to Drive Instruction	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
March, 2013	From Struggling to Strong: Best Literacy Practices	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet
September- June 2013	Glory Math	Teachers, Support Staff, & Administration	Agenda, Handouts, Sign In sheet

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

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**INSTRUCTIONAL REFORM -- PRIORITY SCHOOLS**

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

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

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

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

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

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

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

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

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

For the Union:

Ruby J. Neubold  
Louis J. Moore

For the School District of the City of Detroit:

Gwendolyn A. deGuzman

Date: 5/19/2010

Date: 5/19/10

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