



Reform Redesign Report

Noble Elementary-Middle School

Detroit City School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Noble Elementary - Middle School is a public school in the Detroit City School District. It serves students from preschool through eighth grade in a geographic area that extends both north and south of the I-96 expressway and east and west of Wyoming Ave. Though the physical conditions in the surrounding neighborhood are indicative of deterioration, enrollment is up. With 98% of the students coming from the immediate neighborhood, many experience the physical and psychological effects of walking to school past burned, condemned and abandoned houses, and overgrown, empty lots. Approximately 90% of Noble families are economically challenged due to high local unemployment. Despite the hardships and challenges, Noble families are loyal to the school and the neighborhood; many are second and third generation students. Many parents and grandparents have positive memories of the school and are willing to volunteer to improve the educational experience for our current students.

In the recent past, Noble has had a negative reputation in the community, both as an academic institution and for the behavior of its students. MEAP scores have lagged behind district and state averages for several years, achieving Adequate Yearly Progress (AYP) only four times in the past twelve years. With achievement data inconsistent since 2000, the school has also failed to achieve AYP for attendance over the past three years.

Demographic data indicates our students are 56% male and 44% female, 98% black, 1% white and 1% multiracial. Students with disabilities comprise 22% of our total enrollment, and the total number of students with disabilities is 104. We have no students identified as Limited English Proficient. Economically disadvantaged students make up 91% of our student population, while 89% of our students have been at Noble at least a full academic year.

The Noble community has been impacted by the economic downturn that has affected the Detroit area in the past seven years or so. Unemployment has been a major challenge, with re-education for new jobs a predominant need. The immediate school community is troubled by gang activity, which has spilled over into the school in years past.

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.

Noble Elementary - Middle School Mission Statement

Noble Elementary - Middle School will strive to successfully educate all regardless of previous academic performance, socioeconomic status, race or gender. We will accomplish this mission by providing a data-driven, student centered learning environment, incorporating writing, communication skills and technology with a strong academic curriculum. Through the collaboration of home, school and community, we will prepare our students to be lifelong learners and productive citizens of the 21st century.

Noble Elementary - Middle School Vision Statement

Noble Elementary - Middle School will be a leader in academic achievement so that our students will be prepared to achieve academic excellence in all competitive settings. Our goals, like the district goals, are to improve student achievement and enhance their technology abilities by providing a clean, safe and healthy school environment.

Noble Elementary-Middle School Beliefs Statement

We believe:

- *that all students can improve student achievement
- *that we will maintain a clean, safe and supportive learning environment that promotes self-discipline, motivation and excellence in learning
- *in improving parental and community involvement to foster healthy physical, emotional and academic development

The Noble School Mission and Vision Statements are currently under revision to reflect the changes in expectations both for students and for graduates. The new statements will include a profile of the learner we will strive to send forward into higher education and the global marketplace.

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.

Noble Elementary - Middle School has been known more for negatives than positives in the recent past. Acquisition of Adequate Yearly Progress has been fleeting, with academic achievement and attendance the major challenges. Student behavior has also been a challenge, with fights and disruptive behavior occurring daily. Students have felt threatened, and the number one concern expressed by parents was a fear for their child's safety.

Changes have already occurred at Noble since the beginning of the 2012-13 school year, with the new principal and staff taking a strong stance against bullying and violence. Through consistent application of the DPS Student Code of Conduct, school administration has sent the message that threats and violence will not be tolerated. Parents and volunteers have expressed a noticeable improvement in the cleanliness of the school, as well as the climate. The halls are more orderly, the students on task, and the environment is more conducive to learning.

Noble School has several dedicated DPS Volunteer Reading Corps volunteers who work weekly with our PK-2 students. We have also developed a partnership with some young college students from the University of Michigan Detroit Partnership. They drive in from Ann Arbor each week to work with small groups of first grade students. Another group of U of M students from the Michigan Performance Outreach Workshop has invited our students to visit the campus for an arts-enriched experience. We will continue to explore partnerships and opportunities for our students to expand their experiences and provide powerful, positive role models. .

Despite its many challenges, the Noble community has a small, but active parent group. Together with the Littlefield Association, a local neighborhood group, and the Greater Southern Baptist Church, a nearby faith-based organization, they are involved in the school and the surrounding community. Over the past four years, they have partnered with the school to acquire a Safe Routes to School Grant, which improved crosswalks and curb cuts, and installed traffic control devices and speed limit signs along the school frontage. To ensure the safety of students walking to school, the parents have participated in a program called Safe Links, in which they posted parents on each corner to relay students along the route to school. The neighborhood association has raised funds and obtained grants to build a playground in the public park adjacent to the school. Our students enjoy the safe and colorful playground equipment and basketball court, which becomes a neighborhood gathering place after the school day. The parent group, church and neighborhood association will be real assets to the transformation efforts, as they have a true stake in the future of Noble School and our students.

Additional Information

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

The Noble Elementary - Middle School staff is intent and focused on transforming the school into a learning center, which benefits the students and their families. With this in mind, we will nurture the physical, social, emotional and academic needs of our diverse group of learners and support their parents as we partner to ensure success for each of them.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Angela Broaden, School Principal angela.broaden@detroitk12.org
Claudia Pinkston, Academic Engagement Officer claudia.pinkston@detroitk12.org
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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.)

The staff of Noble Elementary-Middle School has adopted the Transformation Model to change a school culture, which has resulted in persistently low achievement over the past two years. The new principal has interviewed and hired a new staff, building a highly qualified team to implement rigorous curriculum through differentiated instruction to ensure academic success for all students. Already in evidence are high expectations for all students in Pre-K through grade eight. The administrative team, representing elementary and middle school, general and special education interests, has one year to create a reform/redesign plan, which will be followed by three years of plan implementation.

Beginning in August 2012, before students arrived, the team began a careful analysis of school data. In analyzing the causes of the school's persistently low achievement, the staff has identified low average daily attendance, a high disciplinary suspension rate, as well as instruction that has failed to meet the wide range of student needs. These three aspects of school culture are closely intertwined, as poor attendance and disruptive behavior create a culture that impacts student achievement. Conversely, students who struggle to achieve often lack motivation to attend school or manifest disruptive behavior, which results in classroom interruptions and disciplinary suspensions. Thus, truly raising student achievement requires that we address school culture as well as improve instruction. To do this we have partnered with Diplomas Now, a research-based program focused on early intervention to prevent school drop-outs, funded through the Investing in Innovation (i3) Validation Grant from the U.S. Dept of Education. (pending contractual agreement)

Research conducted at Johns Hopkins University determined that young people at risk required more than good instruction to succeed in school. They piloted a program, which provided intensive academic and social-emotional support through the collaborative efforts of three organizations. Talent Development Secondary Program at Johns Hopkins in cooperation with City Year, an Americorps non-profit, and Communities in Schools, a community-based support organization comprise a wrap-around model, which supports students and their families to increase the odds of academic success. The Diplomas Now model has four key components: effective whole-school reform, an early-warning system, the "strategic deployment of near peers" and a team-based approach. The investment of human resources will allow for rich collaboration for the benefit of our students.

To create a culture, which supports students' academic, social, emotional and physical well-being, we will collaborate with the Diplomas Now team to identify students through early warning indicators. This system will be linked to tiered interventions for attendance, behavior and academic performance. A schoolwide attendance program will reward improving attendance with positive recognition, group and individual incentives. The team-based approach will build classroom community for all students, while the Communities in School site coordinator will organize targeted interventions such as grief and anger management groups, mental health and family supports.

Since effective classroom management and building-wide discipline are essential to support teaching and learning, the team has recommended the adoption of Positive Behavior Interventions and Supports (PBIS) as a framework for identifying and adopting evidence-based interventions that enhance academic and social behavior outcomes for all students schoolwide. With the goal of reducing problematic behaviors and office referrals for suspension, the desired outcomes will be increased time for instruction, a reduction in teacher and administrative time spent on discipline, and an improvement in civility, mutual respect and overall school climate. The intended impact for individual students is the achievement of increased social and academic success.

These goals will be accomplished through professional development in PBIS strategies for all staff. We will tap into resources available

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online at www.PBIS.org and through Wayne RESA and the Michigan Department of Education. We will develop a Noble Learner Profile, outlining positive character traits and attitudes which we will espouse and which incorporate PBIS themes. Assemblies and activities will be aimed at engaging students and their families in making positive contributions to the school environment.

We will focus our efforts to raise student achievement through a unified effort to improve instruction schoolwide. We will build strong foundational skills for literacy and numeracy, guided by the Common Core State Standards (CCSS). We will support our efforts with professional development for instructional staff, enhanced home-school communication, and technology integration. In English Language Arts (ELA), we will increase the amount of time students spend reading and writing every day, emphasizing informational text as required in the CCSS. In mathematics, we will focus on a concrete-representational-abstract instructional progression, while building competency with grade-appropriate basic facts, developing problem-solving skills, and utilizing content-area vocabulary in context. Grade-level teams will use the instructional learning cycle to track progress and guide ongoing efforts. We will target students needing strategic support through our afterschool program, and support students requiring intensive support through small group instruction in the classroom.

Balfanz, R. (2011). Back on track to graduate. *Educational Leadership*, 68(7), 54-58.

Diplomas Now nurtures the whole child. (2012, Nov/Dec). *American teacher: The national publication of the American Federation of Teachers*, 97(2), 18, 26.

Gewertz, C. (2009). "Diplomas Now" Offers Potential Dropouts Lots of Help. *Education Week*, 29(15), 16-18.

State what data were used to identify these ideas.

Though data analysis began before the start of the school year, a more systematic data dialogue began on October 12, 2012 when our principal and instructional specialist attended the Transformation Plan Data Dialogue at the DPS Harris Bldg. with other DPS Priority Schools. Armed with the Golden Package data for Noble School, we continued this data dialogue with our administrative team in after school meetings throughout October and later shared parts of the Package in staff committee discussions and grade level groups.

On examination of the Michigan Department of Education Top-to-Bottom ranking, it was noted that the two-year averages in reading, math, science, social studies and writing were all substantially below state averages, leaving Noble School with a ranking of 4. Thus, Noble School students performed better than only 4% of Michigan's schools statewide. In analyzing Michigan assessment data obtained from the Golden Package, the two-year average MEAP score for Noble elementary and middle school students was just 26.1% proficient for reading and 8.6% for math. The two-year average for elementary-middle school science was just 2.1%, while the average for social studies was just 1.6%. The two-year MEAP writing score average was 7.3% proficient.

School ranking against percentage of economically disadvantaged students indicates that Noble ranked as well or better than most other schools with 80% or more economically disadvantaged students. Enrollment fell from 543 in 2009-10 to 429 in 2011-12, but rose to 506 this year.

Demographic subgroup data indicates our students are 56% male and 44% female, 98% black, 1% white and 1% multiracial. Students with disabilities comprise 22% of our total enrollment, and the total number of students with disabilities has remained fairly constant for the past three years, around 100. We have no students identified as Limited English Proficient. Economically disadvantaged students make up 91% of our student population, while 89% of our students have been at Noble at least a full academic year. The relatively high percentage of students in attendance for at least a full academic year indicates that the data reflects student learning at Noble School.

Attendance data from 2009-10 indicates an average attendance rate of 86%, while the 2010-11 rate fell to 69%, and the 2011-12 rate rose slightly to 73% according to the School Data Profile. The attendance rate required for Adequate Yearly Progress (AYP) is 90%, so our most recent years' rates fall significantly short.

Analysis of 2011-12 behavior referral data from the RESA Student Information System reveals 381 disciplinary suspensions during the school year, with 119 for fighting, 95 for disorderly conduct, 74 for truancy and 37 for insubordination. Data for this year indicates that in the first 36 days of school, there have been 89 out of school suspensions: 23 for disorderly conduct, 18 for fighting, and 13 for threats of violence/coercion. That is an average of 2.47 suspensions per day.

Perception data from interviews with staff and parents from last year indicate that the school was very disorderly with truant students in the halls, hiding in various locations, and even, engaging in sexual activity in stairwells. The school was dirty, and vandalism occurred frequently. Students have described trouble with bullies in the past and fear of coming to school. Visitors and volunteers have observed that the climate is much more orderly this year, both inside the classrooms and in the hallways, and that students appear to be on task.

A parent survey completed by 23 parents at Open House indicates that 65% of respondents believe the education at Noble compares favorably with the best schools in Detroit. Seventy percent of those surveyed believe that classroom experiences are based on research-based practices, and 83% believe the education received at Noble will prepare their child to compete for jobs internationally. Sixty percent believe that their child's teacher keeps current with "the latest and most effective practices in education." Ninety-five percent believe that teachers, students, and families at Noble work together to make sure students are learning, and 96% believe that the changes at Noble this year are positive with 78% agreeing strongly. Though the sample size is small, the survey indicates positive sentiment toward the initial reform efforts at Noble.

With serious deficits in the areas of attendance, behavior and student achievement, the team agreed that the wrap-around approach provided by Diplomas Now would support our efforts to change school climate and culture while raising student achievement. The extra human resources, along with job-embedded professional development and collaborative team approach will provide support to teachers as they address students' individual needs. Additional supports will include core content facilitators from Johns Hopkins University, who will work with grade 5-8 teachers and resident instructional specialists two days per month, and additional resources, such as math lab, character education and study skills curricula.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

The principal of Noble Elementary-Middle School was replaced by Detroit Public Schools on July 1, 2012, thus Principal Angela Broaden meets the "two-year rule." Mrs. Broaden is an experienced administrator with a proven track record of high expectations and utilizing data to meet AYP. She holds a Masters' degree in Elementary Education with Michigan Building-level and Central Office Administrative Certification. Mrs. Broaden began her career in New Orleans Public Schools teaching emotionally impaired students. Upon joining Detroit Public Schools in 1987, she taught in a self-contained emotionally impaired classroom and later served for several years as resource room teacher and lead special education teacher.

As assistant principal at the Dewey Center for Urban Education and later at Dixon Elementary-Middle School, Mrs. Broaden coordinated the PK-8 curriculum and completed special education teacher evaluations. In 2002, Mrs. Broaden was promoted to principal of Langston Hughes PK-8. During her tenure, Langston Hughes students made AYP for eight consecutive years. In 2010, the Langston Hughes program was moved to Taft, where following the district's Reform Model, she interviewed and replaced 50% of the staff. Successfully combining two school communities under the Reform Model, she empowered teachers to research and employ best practice strategies while working with the Resource Coordinating Team to meet the needs of a diverse group of middle school students. Acquiring grants for building enhancements, she ensured that classrooms had technology and curriculum resources to optimize teaching and learning. She reached out to parents and invited them to be active partners in their child's education.

In addition to leading the reform in her own building, Mrs. Broaden served as an administrative team leader for eight principals. She led data analysis and goal-setting sessions, providing feedback, encouragement, and support to assist those principals who had not yet achieved her level of success. With these accomplishments behind her, Mrs. Broaden was selected to lead the implementation of the Priority School Transformation at Noble Elementary-Middle School.

Angela Broaden receives high praise from supervisors and subordinates alike for her student-centered focus. Known as a details-oriented leader, she has managed complicated reorganization and restructuring projects with grace and diplomacy, bringing all stakeholders together for the benefit of the students. In developing a shared leadership framework, she has nurtured the capacity and aspirations of her staff through leadership and professional growth opportunities, while maintaining a positive, collaborative climate in her schools. She has created a data-driven process for steady improvement, and managed general and Title I budgets efficiently. These qualifications make Mrs. Broaden an ideal candidate to lead the transformation of Noble School in an era of high expectations and even greater challenges. With an eye on students' physical, academic, social and emotional growth, and a genuine concern for students and staff, she is well-suited to the task at hand.

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

Evaluation Process/Tools

New evaluation processes for teachers and school leaders are based on:

- 1) a set of professional standards that define effective teaching and leadership
- 2) student achievement outcomes
- 3) continuous improvement and accountability

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

Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. Individuals at all levels of the district play a crucial role in this process - from district administration to principals, from coaches to teachers - everyone must work to uphold rigorous standards for teaching and support teachers to attain it.

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

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

The Teacher Development and Evaluation Rubric

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

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

Principal Evaluation Tool/Process

Effective school leaders are also critical to the work required to improve teaching and learning. Building a community of instructional leaders

who are able to support teachers in improving instructional practice and create the necessary structures and systems required to effectuate this work is an essential element of comprehensive reform.

The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, in January 2013 the District will begin the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The evaluation system will improve the capacity of the principal to improve teaching and learning by:

- *Creating a shared vision of effective leadership
- *Providing meaningful feedback to principals that support the refinement of their work
- *Providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan
- *Creating a system of accountability

In addition, effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following:

- ☒ Achieving prescribed student performance targets
- ☒ Management of budget - general purpose, school-based and federal;
- ☒ Student attendance goals;
- ☒ Suspension/expulsion goals;
- ☒ Graduation goals;
- ☒ Thoughtful implementation of program recommendations as a result of school diagnostic reviews;
- ☒ Satisfactory completion and implementation of SIP academic plans;
- ☒ Participation and engagement in prescribed professional development opportunities; and
- ☒ Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

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

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

The identification criteria used to reward school leaders, teachers and other staff will be related to successful transformation as evidenced by an increase in student achievement for the following school year. As school communities improve their proficiency, they may become eligible for a reward. This reward could include a multi-year contract for principals who meet their performance objectives, or if budgets can support, bonus recognition for other staff.

In order to achieve a rapid but lasting turnaround, our goal for increased student achievement will be a 10% increase in the number of students scoring proficient on the MEAP (or the CCSS replacement assessment) each year in the four core content areas. This reasonable

goal will put us on a steady trajectory to 100% proficiency. Teachers will have additional sources of data available to demonstrate student growth, including, but not limited to MAP, DIBELS, and Star Reading and Math. Instructional specialists/testing coordinators will assist teachers with data interpretation and goal setting.

Noble staff shall earn recognition for increased student achievement in a variety of ways. Leaders will openly recognize the accomplishments of staff at staff meetings, through personal letters, and by way of school announcements over the school intercom system. Staff will also receive certificates and data will be displayed for all to see. Highly effective teachers will have opportunities to serve as grade level lead teachers and to share their expertise with the staff in professional development.

Leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes will be counseled and required to attend additional professional development. Instructional specialists will work closely with staff to team teach and demonstrate effective teaching practices. When all attempts have been exhausted and there has been no change in student achievement, teachers may be evaluated "minimally effective" or "ineffective." The school principal can opt not to have these staff member return to the school for the following school year. School leaders who fail to increase student achievement will be monitored by the assistant superintendent and given verbal and written warnings. In the event that school leaders do not show improvement, they shall also be asked not to return. The District process for removal will be followed.

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.

In a logical progression, results driven education for students requires results driven staff development for educators (Spark and Hirsh, 1997).

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

Professional learning at Noble School occurs in many forms and a variety of venues. At the district level, Detroit Public Schools (DPS) hosts both mandatory and optional workshops for teachers and school service aides to help them keep pace with curricular changes, and expand and develop their professional practice. A minimum of five district-wide PD days are scheduled each year. District offices utilize these occasions to introduce new curriculum, and support technology applications and textbook adoptions affecting a wide audience. The DPS PD Office offers optional workshops to support best instructional practices and technology applications at the early childhood, elementary, and secondary levels. Staff members register online, receiving registration confirmations and email reminders. State Continuing Ed. Clock Hours

(SCECH) are tracked. Certain district-wide PD days are allocated to PD chosen at the local school level, and these days will be utilized for our specific PD foci: subject specific pedagogy, differentiated instruction, and strengthening the sense of school community and eliminating behavior problems.

DPS also provides all instructional staff with a subscription to PD360, an online, on-demand, professional learning environment. PD360 combines the best of self-paced and self-selected PD with a social network, encouraging collaboration and resource sharing with educators around the country. Besides offering an extraordinary number of PD videos and modules, PD360 provides a platform for creating a professional portfolio. It allows administrators to monitor the PD efforts of their staff, and to recommend topics for staff exploration.

At the local level, weekly staff meetings and collaborative planning meetings serve mainly as PD time. To prevent staff meetings from being consumed by routine or procedural information, we rely on the use of daily and weekly note postings and email bulletins. Thus, most of the two-hour weekly meeting is reserved for PLCs or topics affecting the entire staff, such as CCSS implementation. Our ELA specialist, math/science specialist, and special education resource specialist provide job-embedded PD and in-class support for best instructional practices, particularly differentiated instruction and technology integration, better equipping teachers to meet the varied needs of our learners. Our partnership with Diplomas Now brings ELA and math facilitators from Johns Hopkins University into our building two days per month, to collaborate with our instructional specialists and provide job-embedded PD to our grade 5-8 teachers through co-teaching and demo lessons.

New tools and strategies will be piloted in our staff meetings. One activity we will try this year is modeled on the "flipped classroom," a teaching method in which participants are assigned some content to view before coming together to manipulate and apply the lessons learned in the classroom, or in this case, in a professional learning community setting. We will select content aligned to our school transformation goals, assign it to staff, then come back together after viewing it, to address how best to utilize the practices in our classrooms. Perfecting this method with staff will also help teachers adapt this technique for use with our middle school students.

A PD calendar will designate monthly meeting time for vertical and horizontal collaboration, in the form of content-area teams and grade-level PLCs. The groups will conduct book studies and utilize online discussions and video chats to leverage time spent in actual meetings. The leadership team will investigate a variety of methods to promote the development of best practices, including walkabouts, virtual tours and instructional rounds. Discussion questions will provide laser-focus for PLC discussions. Staff needs will be assessed via quarterly surveys to ensure timely and appropriate content. Evaluations will be used afterwards to assess effectiveness and determine next steps.

Title I funds will be used for a two week summer PD aligned to our goals. During the summer of 2013, the focus will be on "Teaching with Love and Logic." The ELA focus will be reading strategies for specific genres, especially expository text, and the writing process. Math PD will focus on concrete-representational-abstract progression, problem-solving, and vocabulary development. Science and SS consultants will focus on content area literacy and subject specific pedagogy.

Sparks, D., & Hirsh, S. (1997). *A new vision for staff development*. Alexandria, VA: ASCD.

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

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

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 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 Schools in increasing the pool of qualified teachers.

Michigan State University's Urban Immersion Teacher Program

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

District-university Student Teacher Program

The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of -state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers.

Promotional Opportunity/Career Growth

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

Flexible Working Conditions

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

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

At the building level, the collegial atmosphere created in our Administrative Team and Professional Learning Communities is enhanced by

our common purpose and collaborative framework. Bolstered by specialists and support staff and provided with job-embedded professional development to help practices evolve, a foundation has been created for continuous improvement. Leadership opportunities include mentoring new and student teachers, and serving as a committee chairperson or on the Administrative Team. There will be increased support for classroom innovation as teachers demonstrate their effectiveness at raising student achievement.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Michigan has adopted the Common Core State Standards (CCSS) as the K-12 framework to prepare students for college and career readiness. The CCSS, which articulate vertically across the grades and horizontally within content areas at each grade, provide a blueprint for ensuring that students acquire the knowledge and skills they will need to successfully compete nationally and internationally for jobs. We have begun using the CCSS when planning instruction and assessment.

For the 2013-2014 school year, the leadership team will use a Response to Intervention model to address students' diverse needs and foster school improvement. Designed for use in the general classroom, Rtl uses graduated levels, or tiers, of support, individualized goals, and frequent monitoring to tackle students' specific learning and behavioral problems. All students will receive Tier 1, or core, instruction. Students scoring "some risk" will be placed in Tier 2 and will receive additional targeted instruction through a twice weekly afterschool program, which supplements core instruction. Students scoring "at risk" will be placed in Tier 3, where, in addition to core instruction, they will receive small-group or one-on-one intensive interventions with school service aides, ed techs, or City Year corps.

Ongoing data collection and analysis are an important part of Rtl, so staff will collaborate to analyze data on a regular basis. Time is allocated during Wednesday staff meetings to analyze data following various assessment periods. There are also specific dates set aside to view student work samples. Instructional specialists and special education resource room teacher will work with teachers to differentiate instruction through work stations, flexible grouping, and tiered assignments. DIBELS and MAP data provide specific directions for grouping students according to strengths and weaknesses along the various domains in ELA and math.

Based on research conducted at Johns Hopkins University, the Diplomas Now team will hold biweekly Early Warning Indicator (EWI) conferences, a data-driven process, in which middle school teachers will identify students in grades 5-8 who have excessive absences, one or more suspensions, or an F in ELA or math. They will become focus students for wraparound interventions, which include family support by Communities in Schools (CIS), "near peer" mentoring and academic support from the City Year corps, and continued monitoring until data (attendance, achievement, anecdotal, etc.) indicates they have made progress, and they are removed from the focus list.

The entire building will focus on schoolwide initiatives aimed at raising students' literacy and numeracy skills and creating a culture where academic success is celebrated. Reading and writing every day will be a priority across the curriculum. We will emphasize the importance of independent reading and support students in building stamina for increasingly challenging texts. We will focus on the writing process through a monthly building-wide focus, that encourages all to develop their capacity to write for a variety of purposes, including research. Staff will be deployed strategically to maximize literacy development.

We will help all grade levels develop key mathematical fluencies necessary to prepare students for Algebra and high school math. Our emphasis on problem-solving will help students develop critical thinking skills in a supported, yet challenging environment. In order to promote success in our students who have failed to achieve proficiency in the past, we will utilize the concrete-representational-abstract model for developing mathematics understanding at all grade levels. Teachers will utilize manipulatives and measurement tools to develop concrete understanding before using drawings, diagrams, or charts, then finally transition to symbolic or abstract representations. Research has demonstrated that this method is effective with all students and especially effective with students who struggle with math, like many at Noble.

Research suggests and our data seems to confirm that students in high-poverty communities face challenges that require more than just good instruction every day. These students require intensive academic and social-emotional support to overcome barriers they face. We will implement a character education program school-wide, to provide the skills students need to become resilient, self-directed learners. Staff will be trained to model, teach and assess the traits and attitudes of our Noble Learner Profile. We will invest in picture books to introduce the traits and prompt discussion, and posters for classrooms and common areas to serve as constant reminders. Our middle school students will participate in a character education program, funded by Diplomas Now, that incorporates study and life skills to build resiliency. The program is linked to improved middle and high school student engagement, achievement, and graduation rates. To promote academic success and create a foundation for learning, we will also promote peer mediation and conflict resolution groups.

We will capitalize on learning technologies in all grades to increase student engagement and prepare students for effective communication and technical careers. All students will have access to computers, and our eighth graders will have take-home netbooks. We will pilot the flipped classroom model with our eighth graders, in which students "frontload" new content for homework, a video to watch on the netbook with formative assessment, for example. They come to class the next day to apply the content in collaborative groups with support from their teacher. Achievement and survey data will help to assess the effectiveness of this model.

Sousa, D. (2007). How the brain learns mathematics. (pp. 186-189). Thousand Oaks, CA: Corwin Press.

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

Detroit Public Schools has created a district-wide Assessment Schedule, including formative, interim and summative assessments, which ensures the regular and systematic collection of data by a variety of measures. Several interim assessments allow teachers to measure growth. These include Star Reading/Early Literacy and Star Math testing for K-8 at the beginning and end of each school year to establish a baseline for reading and math proficiency and measure student growth. Benchmark assessment of early literacy skills is conducted K-5 through DIBELS at the beginning, middle and end of the year, with progress monitoring in between. These results allow teachers to group students according to skill deficits for Burst Interventions in grades K-3, and to ensure that students have access to reading materials at their instructional level. A new addition to the DPS Assessment Calendar is the NWEA MAP Test. This is administered to grades 2-8 in November, February and May. The MAP Test is computer adaptive, and allows teachers to make instructional decisions and track student progress. It will provide data to help teachers differentiate instruction, predict proficiency on high stakes summative assessments, and enable flexible grouping. It will determine precisely which concepts a student has mastered, and on which areas to focus for academic growth. The test allows schools to track growth, even if the student changes schools within the district.

The MEAP Test will change to a summative Smarter Balanced Assessment based on Common Core State Standards by the spring of 2015. In the meanwhile, it will continue to test grade level content expectations. Eighth graders take the ACT Explore Test in the spring. It covers English, math, reading, and science, and assesses the skills and knowledge needed for college readiness. Results include suggestions for improvement in various subject areas.

There are many opportunities for formative assessment, and we will utilize the results of these to plan and alter instruction in the classroom. A variety of assessment strategies will be used in order to maintain student engagement and address different learning styles. PD will focus on effective assessment strategies and tools, and our instructional specialist/testing coordinators will maintain a file of assessment ideas.

Instructional specialists and our special education resource room teacher will meet with individual teachers, grade-level teams and content area teams to disseminate and analyze data. These opportunities will be used to share ideas and resources for differentiating instruction according to current data, drilling down to specific domains and learning objectives for individual students. Data will be used to group and regroup students for specific interventions.

Data walls will be utilized throughout the building to provide students, parents and staff with graphic illustrations of progress toward learning goals. Parents were provided Common Core Parents' Guides for each grade level at our Fall Open House, which explained expectations at their child's grade level. At Parent-Teacher conferences, teachers will provide Parent Reports from MAP, MEAP, DIBELS and Star Reading/Math for each child to explain student progress and discuss future goals. Student MAP Goal Setting Sheets will be used with students to set learning goals and plan practice activities. The multiple measures of assessment will create a multi-faceted look at a student's mastery at specific times, providing valuable information for teachers, parents, and students. If a student is referred to the Resource Coordinating Team, the team will have a wealth of information available to inform the process.

We will expand staff engagement and collaboration in Professional Learning Communities (PLCs) by allocating time once per month into our staff meeting schedule. As one of our most important strategies for continuous improvement in raising student achievement, PLCs will provide opportunities for teachers, specialists and administrators to work together, using achievement data to improve instruction and engage all students for success. Curriculum based assessments, performance tasks, and student work samples will also yield important information as teachers meet to collaborate with their colleagues to best meet the needs of individual students. Opportunities for instructional staff to meet in content area teams once per month to share and analyze data will enable vertical collaboration and continuity across the grade levels. This schedule may be changed and adapted as needed to meet the instructional planning needs of our staff.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Detroit Public Schools will extend the school year by four weeks. This Extended Year will give students additional learning opportunities.

Noble will create a strategic schedule that will increase time for all students to learn in the core academic content areas. The schedule will reflect additional instructional time allowed throughout the daily routine. Supplemental time of fifty (50) minutes three days a week will be implemented in the master schedule for all grades K-8, as a result of the 2012 DPS/DFT contract. This strategic plan will give all students an additional total increase of 135 minutes a week of academic content instruction. Over the 44 week school year, this represents an additional 100 hours of instructional time and 300 hours over the three year period. The increase of time will allow teachers to maximize classroom instruction for all at-risk students through: individualized learning plans based on ongoing data collection and interpretation, staff collaboration, student/teacher conferencing, flexible grouping, differentiated instruction, and enrichment activities to increase student achievement.

Supports to maximize learning

Afterschool Tutoring/Homework Help - These activities provide direct assistance with classroom work; they will be supported by our City Year "near peers." Tutors and teachers will help students complete their homework, prepare for tests, and work specifically on concepts covered during the school day. The optional program will add two hours to the school day twice a week for registered students. They will receive a hot supper and supplementary instruction in English Language Arts and math.

In-class support: One-on-one or small group instruction provided by professional instructional staff or City Year corps members.

Writing Process Instruction: Teachers will create monthly writing prompts for all students building-wide. This activity will be implemented to help students improve their writing skills and increase test scores.

Intensive Intervention Summer Program: Once the district-wide Extended Year has ended, Noble School will host a two week program for our intensive intervention group. This will provide additional time for targeted interventions in smaller class groups.

Enrichment opportunities

Research Skills Development: Students in grades K-8 will acquire skills through participation in group research, utilizing reading and writing strategies and building toward conducting independent research.

Project-based Learning: Students in grades K-8 will participate in enrichment activities during the last period each Friday. A variety of activities will be offered, with possible rotation throughout the year. Sample activities will include Student Council, Peer Mediation, Visual Arts, School Newspaper, and Young Men of Distinction. Students may participate in field trips and assemblies associated with their enrichment activity.

Enrichment/Service Options: Students will have opportunities to participate in a variety of supplemental activities, such as Academic Games, Chess, Safety Patrol, Media Squad, Book Clubs, Recycling Team, etc.

"Go Green" School Energy Challenge: Students and staff work together to lower school energy costs by 10%.

Research has proven that smaller class size will help increase student achievement and close the achievement gap for all students. To the extent possible, staff will be hired in order to lower class sizes. Where smaller class size has been evaluated, test scores have indicated a correlation between higher academic achievement and lower class size. Evaluations of smaller class size concluded that the major difference in smaller class size is increased individualization.

Teacher collaboration will figure prominently in our Transformation Plan, and a schedule for vertical and horizontal team meetings will be created each year. Weekly staff meetings have been extended to two hours, providing time for collaboration every week. Instructional specialists will work with teacher teams to analyze data, plan instruction and assessment, and differentiate instruction. Noble School staff will utilize the increased flexibility extended to Priority Schools to schedule collaborative planning sessions and professional development opportunities aimed at ensuring the instructional cycle meets the needs of students at, below and above grade level.

Lee, J. S., Yamashiro, K., Flaherty, J., & Gutierrez, D. (1998). Class Size Reduction.

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

Noble School has partnered with Communities In Schools (CIS), City Year, and Talent Development through Diplomas Now (pending approval of contractual agreement) to ensure parental and student support through community partnerships. CIS will provide resources from brokered partners to support the school wide need for dental, vision, and clothing necessities. Mobile Dentist, SVS Vision and local church partners will provide students with services at the school free of charge once parental consent has been obtained. Parents will be asked to participate in an annual open house, health and wellness night, mother-son and father-daughter dinner dances, quarterly parent-teacher conferences, and monthly meetings organized by the approved parent group. Community partners will provide monthly trainings to increase and empower parents with the skills they need to assist their child(ren). The Parent Resource Room will be open daily from 10:00-2:00pm for parents. The resource room will consist of tools from various agencies and an open computer lab.

Parents will be invited to participate in student-centered family engagement events, which provide instruction for parents on helping their children with homework and communicating effectively with teachers. The school staff will include family members in special events and activities intended to connect them with valuable community resources and to prepare their children for college and careers.

As an added benefit to Diplomas Now schools, we will receive three days of workshop services from Johns Hopkins University National Network of Partnership Schools (NNPS) each year. We will leverage these to build an Action Team for Partnerships that will enrich our programs and practices, while strengthening family and community involvement. NNPS programs aim to energize school teams for the arduous task of involving parents and community members in school improvement efforts.

"Based on more than three decades of research on parental involvement, family engagement, and community partnerships, NNPS's tools, guidelines, and action team approach may be used by all elementary, middle, and high schools to increase involvement and improve student learning and development," explains Dr. Joyce L. Epstein, Founder and Director of NNPS.

NNPS offers assistance as schools build their Action Teams for Partnerships by providing workshops on such topics as:

Reform Redesign Report

Noble Elementary-Middle School

Ensure successful transitions of highly mobile students and families

Involve single parents in partnership activities

Develop effective volunteer programs

Involve fathers in partnership activities

Setting up a TIPS Interactive Homework Process (Teachers Involve Parents in Schoolwork)

Focus partnerships on student math achievement

Design family fun and learning nights

Make big decisions: Involve families with students in planning postsecondary paths
and many others

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

The school leadership team will utilize this flexibility to the best advantage of the students and staff at Noble when creating schedules, calendars and budgets. The needs of our students will guide these activities, and there will be regular review and evaluation of their effectiveness in raising student achievement.

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

The District has created an Office of School Turnaround which includes the following staff:

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

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

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

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
<p>Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)</p>	Yes	<p>Detroit Educator Evaluation Process Manual 8-2012.pdf</p>
<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	Yes	<p>Subject to change according to need or District calendar Noble Professional Development Plan 2013-14.docx</p>
<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	Yes	<p>Supplemental time of fifty (50) minutes three days a week will be implemented in the master schedule for all grades K-8, as a result of the 2012 DPS/DFT contract. This will give all students an increase of 135 minutes a week for academic content instruction. This increase will allow teachers to maximize classroom instruction for all at-risk students through: individualized learning plans based on data collection and interpretation, staff collaboration, student/teacher conferencing, flexible grouping, differentiated instruction, and enrichment activities to promote student achievement.</p> <p>Master Schedule 2012-2013 (Revised Nov, 2012).docx</p>

Reform Redesign Report

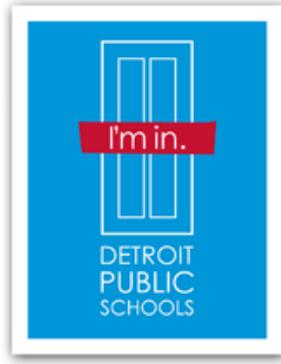
Noble Elementary-Middle School

<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>All students will have some choices as a component of differentiated instruction. In addition, flexible grouping will allow students testing proficient on pretests to engage in enrichment activities. Instructional specialists will work with teachers to ensure that students at all points on the proficiency spectrum benefit from engaging and enriching experiences in the classroom. All students K-8 will participate in staff-led enrichment activities each Friday afternoon, such as Student Council, Peer Mediation, School Newspaper, Visual Arts and Young Men of Distinction.</p>
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Dedicated time for vertical (across grades within a content area) and horizontal (grade level) collaboration has been allocated in the school's Professional Development Calendar. These opportunities will be supported by the school leadership team and facilitated by the instructional specialists to ensure continuity and fidelity of plan implementation. <u>Noble Professional Development Plan 2013-14.docx</u></p>

Reform Redesign Report

Noble Elementary-Middle School

<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>The District, in collaboration with the Detroit Federation of Teachers, negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates. Detroit Public Schools will supply the CBA once language has been agreed upon. DAEOE.LOA.PrioritySchools.pdf</p>
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Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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Overview

This process provides teachers and administrators with a professional growth model that allows teachers to reflect, assess, discuss, and refine their teaching practice. This is a collaborative model that is based on the

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:

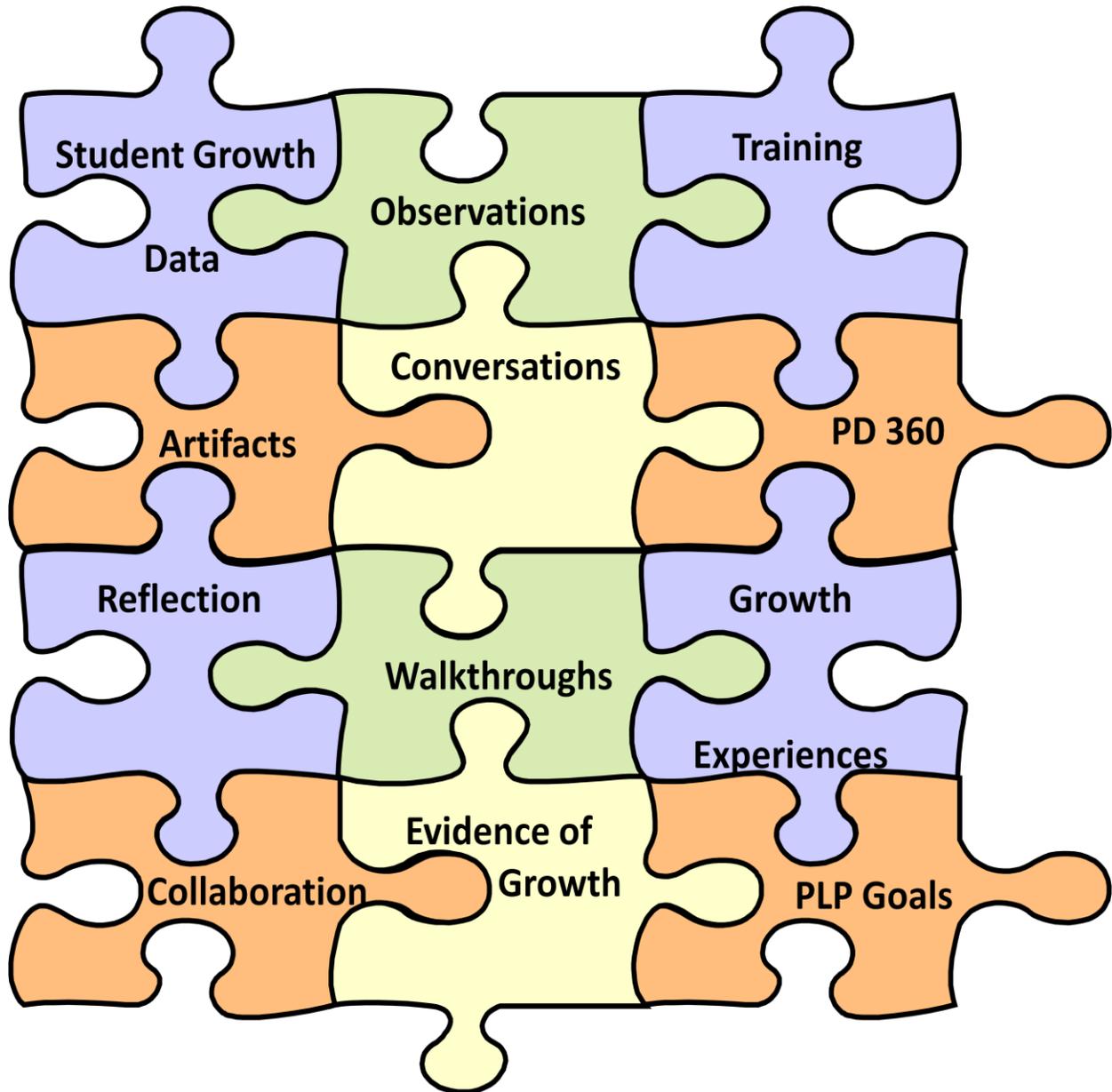
380.1249 Performance Evaluation System.

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:

Table with 2 columns and 3 rows of checkboxes for areas of concern: Delivery of Instruction, Lesson Planning, Classroom Management/Discipline, Knowledge of Subject, Record Keeping, Other.

SUPPORT PROVIDED:

Table with 2 columns and 3 rows of checkboxes for support provided: Informal Observations, Classroom Assistance, Individual Conferences/Meetings, Professional Learning Plan, Professional Development Opportunities, Specify any other support provided.

SUPPORT REQUESTED:

Table with 2 columns and 2 rows of checkboxes for support requested: Professional Development Specialist, Professional Development, Content Area Instructional Specialist, 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. 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.

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"> 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities 	<p>Element(s) to be addressed:</p>
---	------------------------------------

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 and a TOTAL ABOVE row.

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

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

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 year¹)**

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%

¹ Excluding Approved Medical/FMLA Leave.

Noble School Professional Development Plan 2013-2014

(Subject to change based on need and/or District calendar)

Date	Topic	Target	Evaluation
January 2013	Data Analysis: Debrief MEAP	Instructional staff	DI Plan
	PLCs: Standards-based assessment	Instructional staff	Transcript
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
February 2013	Data Analysis: Debrief MOY & MAP	Instructional staff	DI Plan
	PLCs: Data-driven instruction	Instructional staff	Transcript
	Winter Break	Instructional staff	
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
March 2013	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	PLCs: Common Core Literacy Standards	Instructional staff	Transcript
	Family	Instructional staff	
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
April 2013	Spring Break	Instructional staff	
	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	PLCs: Common Core Math Standards	Instructional staff	Transcript
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
May 2013	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	PLCs: Transitions Planning	Instructional staff	Transcript
	Family Literacy Games Night	Instructional staff	Parent evaluation
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
June 2013	Data Analysis: Debrief EOY / Summer planning	Instructional staff	DI Plan
	PLCs: Parental involvement	Instructional staff	Transcript
	Summer School Training	Instructional staff	Staff evaluations
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
July 2013		Instructional staff	
	Teaching with Love and Logic	Instructional staff	Staff evaluations
August 2013	Core Content-specific Pedagogy	Instructional staff	Staff evaluations
	District PD: DPS Opening PD?	Instructional staff	Staff evaluations
	School PD: Character education	Instructional staff	Staff evaluations
	Classroom Set-up	Instructional staff	
September 2013	Data Analysis: Establish priorities	Instructional staff	DI Plan
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Open House / Curriculum Night	Instructional staff	Family evaluations
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
October 2013	Data Analysis: Debrief BOY & Plan for MEAP	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
	Common Core Implementation Update	Instructional staff	Staff evaluations
		Instructional staff	
November 2013	District PD: Research writing	Instructional staff	Staff evaluations
	Data Analysis: Examine student work samples	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
	Common Core Implementation Update	Instructional staff	Staff evaluations
	Data Analysis: Debrief MAP	Instructional staff	DI Plan

Additional Professional Development as Scheduled: Literacy/Math Specialists Monthly Meetings, Special Education Monthly Meetings, Early Childhood, PD 360 (online, on-demand)

December 2013	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Staff Luncheon	Instructional staff	
January 2014	Data Analysis: Debrief MEAP scores	Instructional staff	DI Plan
	PLCs: Writing across the curriculum	Instructional staff	Unit Plans
	Vertical Collaboration: Problem-solving	Instructional staff	Vertical Plan
	Common Core Implementation Update	Instructional staff	Staff evaluations
February 2014	Data Analysis: Debrief MOY	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Vertical Collaboration: Inquiry-based Science	Instructional staff	Vertical Plan
March 2014	Data Analysis: Debrief MAP	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	District PD: DPS focus?	Instructional staff	Staff evaluations
	District PD: Reading Focus	Instructional staff	Staff evaluations
	Vertical Collaboration: Content Vocabulary	Instructional staff	Vertical Plan
April 2014	Data Analysis: Examine student work samples	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Vertical Collaboration: Strategic reading	Instructional staff	Vertical Plan
	Data Analysis: Summer School Planning/AR	Instructional staff	DI Plan
May 2014	PLCs: Transitions Planning	Instructional staff	Unit Plans
	Vertical Collaboration: SS aids, primary sources	Instructional staff	Vertical Plan
	Family Math and Science Night	Instructional staff	Family evaluations
	Common Core Implementation Update	Instructional staff	Staff evaluations
June 2014	Closing notes	Instructional staff	
	Student Records	Instructional staff	
	Summer School Training	Instructional staff	Staff evaluations
July 2014	PD Focus: Best practice strategies	Instructional staff	Staff evaluations
	PD Focus: Increasing rigor	Instructional staff	Staff evaluations
		Instructional staff	
August 2014	District PD: DPS Opening PD?	Instructional staff	Staff evaluations
	School PD: Character Ed/Resiliency	Instructional staff	Staff evaluations
	Classroom Set-up	Instructional staff	
September 2014	Data Analysis: Establish priorities	Instructional staff	DI Plan
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Open House / Curriculum Night	Instructional staff	Family evaluations
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
October 2014	Data Analysis: Debrief BOY	Instructional staff	DI Plan
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
	Common Core Implementation Update	Instructional staff	Staff evaluations
November 2014	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	District PD: DPS Focus or Research Writing	Instructional staff	Staff evaluations
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
December 2014	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan

Teacher Schedule

2012 – 2013

Revised Nov.,2012

Pre School- **Ms. Nichols** - Room 111
(Vacancy, Other 2)

Pre School - **Ms. Scheffler** - Room 113
(Vacancy, Other 3)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday
1 st Hour 8:30 – 9:30					Pre K Duties			1 st Hour 8:30 – 9:30				Pre K Duties
2 nd Hour 9:33 – 10:23					Pre K Duties			2 nd Hour 9:33 – 10:23				Pre K Duties
3 rd Hour 10:26 – 11:16					PREP			3 rd Hour 10:26 – 11:16				PREP
4 th Hour 11:19 – 12:09	Lunch	Lunch	Lunch	Lunch	Lunch			4 th Hour 11:19 – 12:09	Lunch	Lunch	Lunch	Lunch
5 th Hour 12:12 – 1:02					PREP			5 th Hour 12:12 – 1:02				PREP
6 th Hour 1:05 – 1:55					Pre K Duties			6 th Hour 1:05 – 1:55				Pre K Duties
7 th Hour 1:58 – 2:48					Pre K Duties			7 th Hour 1:58 – 2:48				Pre K Duties
8 th Hour 2:50 – 3:40	Vocal	Vocal	Vocal	Vocal	Pre K Duties			8 th Hour 2:50 – 3:40	Vocal	Vocal	Vocal	Vocal

Ms. Underwood – Room 107

Kindergarten

	Monday	Tuesday	Wed	Thursday	Friday		
1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA	ELA		
2 nd Hour 9:33 – 10:23	Prep (Gym)	ELA	Prep (Gym)	ELA	ELA		
3 rd Hour 10:26 – 11:16	Lunch	Lunch	Lunch	Lunch	Lunch		
4 th Hour 11:19 – 12:09	Math	Math	Math	Math	Math		
5 th Hour 12:12 – 1:02	ELA	Supplemental	ELA	Supplemental	Supplemental		
6 th Hour 1:05 – 1:55	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies		
7 th Hour 1:58 – 2:48	Science	Science	Science	Science	Science		
8 th Hour 2:50 – 3:40	Vocal	Vocal	Vocal	Vocal	Project B. L.		

Teacher Schedule

2012 – 2013

Revised Nov.,2012

1st Grade – Ms. Turrentine - Room 105
(Vacancy, Homeroom 1)

1st Grade - Montgomery - Room 122
(Vacancy, Homeroom 2)

Class Size Reduction

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday	
1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA	ELA			1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA	ELA
2 nd Hour 9:33 – 10:23	ELA	Prep (Gym)	ELA	Prep (Gym)	ELA			2 nd Hour 9:33 – 10:23	ELA	ELA	ELA	ELA	ELA
3 rd Hour 10:26 – 11:16	Lunch	Lunch	Lunch	Lunch	Lunch			3 rd Hour 10:26 – 11:16	Lunch	Lunch	Lunch	Lunch	Lunch
4 th Hour 11:19 – 12:09	Math	Math	Math	Math	Math			4 th Hour 11:19 – 12:09	Supplemental	Social Studies	Supplemental	Social Studies	Supplemental
5 th Hour 12:12 – 1:02	Supplemental	ELA	Supplemental	ELA	Supplemental			5 th Hour 12:12 – 1:02	Math	Math	Math	Math	Math
6 th Hour 1:05 – 1:55	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies			6 th Hour 1:05 – 1:55	Social Studies	Prep (Gym)	Social Studies	Social Studies	Prep (Gym)
7 th Hour 1:58 – 2:48	Science	Science	Science	Science	Science			7 th Hour 1:58 – 2:48	Science	Science	Science	Science	Science
8 th Hour 2:50 – 3:40	Vocal	Vocal	Vocal	Vocal	Project B. L.			8 th Hour 2:50 – 3:40	Vocal	Vocal	Vocal	Vocal	Project B. L.

2nd Grade - Ms. Wilford - Room 120
(Vacancy, Homeroom 4)

2nd Grade – Ms. Scott - Room 130
(Vacancy, Homeroom 3)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday	
1 st Hour 8:30 – 9:30	ELA	ELA	Prep (Gym)	ELA	ELA			1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA	ELA
2 nd Hour 9:33 – 10:23	ELA	ELA	ELA	ELA	ELA			2 nd Hour 9:33 – 10:23	ELA	ELA	ELA	ELA	ELA
3 rd Hour 10:26 – 11:16	Lunch	Lunch	Lunch	Lunch	Lunch			3 rd Hour 10:26 – 11:16	Lunch	Lunch	Lunch	Lunch	Lunch
4 th Hour 11:19 – 12:09	Prep (Gym)	Math	Math	Math	Math			4 th Hour 11:19 – 12:09	Supplemental	Social Studies	Supplemental	Social Studies	Supplemental
5 th Hour 12:12 – 1:02	Math	Supplemental Math	ELA	Supplemental Math	Supplemental Math			5 th Hour 12:12 – 1:02	Math	Math	Math	Math	Math
6 th Hour 1:05 – 1:55	Science	Science	Science	Science	Science			6 th Hour 1:05 – 1:55	Science	Science	Science	Science	Science
7 th Hour 1:58 – 2:48	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies			7 th Hour 1:58 – 2:48	Social Studies	Prep (Gym)	Social Studies	Prep (Gym)	Social Studies
8 th Hour 2:50 – 3:40	Art	Art	Art	Art	Project B. L.			8 th Hour 2:50 – 3:40	Art	Art	Art	Art	Project B. L.

Teacher Schedule

2012 – 2013

Revised Nov.,2012

3rd Grade – **Ms. Conway** - Room 121
(Vacancy Position)

3rd Grade – **Mr. Posey** - Room 127
(Vacancy, Homeroom 5)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday
1 st Hour 8:30 – 9:30	Math	Math	Math	Math	Math			1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA
2 nd Hour 9:33 – 10:23	Science	Science	Science	Science	Science			2 nd Hour 9:33 – 10:23	Reading	Reading	Reading	Reading
3 rd Hour 10:26 – 11:16	Prep (Gym)	Creative Writing	Creative Writing	Prep (Gym)	Creative Writing			3 rd Hour 10:26 – 11:16	Social Studies	Social Studies	Social Studies	Social Studies
4 th Hour 11:19 – 12:09	Math	Math	Math	Math	Math			4 th Hour 11:19 – 12:09	Math	Math	Math	Math
5 th Hour 12:12 – 1:02	Lunch	Lunch	Lunch	Lunch	Lunch			5 th Hour 12:12 – 1:02	Lunch	Lunch	Lunch	Lunch
6 th Hour 1:05 – 1:55	Science	Science	Science	Science	Science			6 th Hour 1:05 – 1:55	Science	Science	Science	Science
7 th Hour 1:58 – 2:48	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies			7 th Hour 1:58 – 2:48	Prep (Gym)	Supplemental ELA	Prep (Gym)	Supplemental ELA
8 th Hour 2:50 – 3:40	Supplemental Math	Supplemental Math	Supplemental Math	Supplemental Math	Project B. L.			8 th Hour 2:50 – 3:40	Creative Writing	Creative Writing	Creative Writing	Project B. L.

4th Grade - **Ms. Wilson** - Room 201
(Vacancy, English 1)

4th Grade - **Banks-Williams** - Room 203
(Vacancy, Math 1)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday
1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA	ELA			1 st Hour 8:30 – 9:30	Math	Math	Math	Math
2 nd Hour 9:33 – 10:23	Reading	Reading	Reading	Reading	Reading			2 nd Hour 9:33 – 10:23	Social Studies	Social Studies	Social Studies	Social Studies
3 rd Hour 10:26 – 11:16	Science	Science	Science	Science	Science			3 rd Hour 10:26 – 11:16	Social Studies	Social Studies	Social Studies	Social Studies
4 th Hour 11:19 – 12:09	Supplemental ELA	Supplemental ELA	Prep (Gym)	Supplemental ELA	Prep (Gym)			4 th Hour 11:19 – 12:09	Math	Math	Math	Math
5 th Hour 12:12 – 1:02	Lunch	Lunch	Lunch	Lunch	Lunch			5 th Hour 12:12 – 1:02	Lunch	Lunch	Lunch	Lunch
6 th Hour 1:05 – 1:55	ELA	ELA	ELA	ELA	ELA			6 th Hour 1:05 – 1:55	Prep (Gym)	Supplemental Math	Prep (Gym)	Supplemental Math
7 th Hour 1:58 – 2:48	Reading	Reading	Reading	Reading	Reading			7 th Hour 1:58 – 2:48	Science	Science	Science	Science
8 th Hour 2:50 – 3:40	Creative Writing	Creative Writing	Creative Writing	Creative Writing	Project B. L.			8 th Hour 2:50 – 3:40	Computer Application	Computer Application	Computer Application	Project B. L.

Teacher Schedule 2012 – 2013

Revised Nov., 2012

5th Grade – **Mr. Roberson** - Room 210
(Vacancy, Math 2)

5th Grade – **Mrs. Rushing** - Room 212
(Vacancy, English 2)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday
1 st Hour 8:30 – 9:30	Prep (Gym)	Computer Ap 5-210	Computer Ap 5-210	Computer Ap 5-210	Prep (Gym)			1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA
2 nd Hour 9:33 – 10:23	Social Studies 5-210			2 nd Hour 9:33 – 10:23	Reading	Reading	Reading	Reading				
3 rd Hour 10:26 – 11:16	Algebra 8-110	Algebra 8-110	Algebra 8-110	Algebra 8-110	Algebra 8-110			3 rd Hour 10:26 – 11:16	Social Studies	Social Studies	Social Studies	Social Studies
4 th Hour 11:19 – 12:09	Lunch	Lunch	Lunch	Lunch	Lunch			4 th Hour 11:19 – 12:09	Lunch	Lunch	Lunch	Lunch
5 th Hour 12:12 – 1:02	Rushing/Rob Switch	Rushing/Rob Switch	Rushing/Rob Switch	Rushing/Rob Switch	Rushing/Rob Switch			5 th Hour 12:12 – 1:02	Robsn/Rush Switch	Robsn/Rush Switch	Robsn/Rush Switch	Robsn/Rush Switch
6 th Hour 1:05 – 1:55	Rushing/Rob Switch	Rushing/Rob Switch	Rushing/Rob Switch	Rushing/Rob Switch	Rushing/Rob Switch			6 th Hour 1:05 – 1:55	Robsn/Rush Switch	Robsn/Rush Switch	Robsn/Rush Switch	Robsn/Rush Switch
7 th Hour 1:58 – 2:48	Algebra 8-108	Algebra 8-108	Algebra 8-108	Algebra 8-108	Algebra 8-108			7 th Hour 1:58 – 2:48	Science	Science	Science	Science
8 th Hour 2:50 – 3:40	Science 5-210	Science 5-210	Science 5-210	Science 5-210	Project B. L.			8 th Hour 2:50 – 3:40	Creative Writing	Creative Writing	Creative Writing	Creative Writing

Roberson / Rushing Switch (5th & 6th Hours):

- ***Roberson will take Rushing's students for Math and Computers.***
- ***Rushing will take Roberson's students for ELA and Reading.***

Roberson / 8th Grade Switch (3rd & 7th Hours)

- ***Mr. Roberson's homeroom will go to Ms. Green 3rd hour in 106 for Math.***
- ***Mr. Roberson's homeroom will go to Ms. Green 7th hour in 106 for Supplemental Math.***

Teacher Schedule 2012 – 2013

Revised Nov.,2012

Ms. Green - Room 106

(Vacancy, Math 3)

Ms. Furlow - Room 104

(Vacancy, Social Studies 1)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday	
1st Hour (HR 8:30 – 8:40) 8:40 – 9:30	Debate 6-106	PREP	Debate 6-106	PREP	Debate 6-106			1st Hour (HR 8:30 – 8:40) 8:40 – 9:30	Soc St 7-104				
2nd Hour 9:33 – 10:23	Math 7-104	Math 7-104	Math 7-104	Math 7-104	Math 7-104			2nd Hour 9:33 – 10:23	Soc St 6-106				
3rd Hour 10:26 – 11:16	Math 5-210	Math 5-210	Math 5-210	Math 5-210	Math 5-210			3rd Hour 10:26 – 11:16	Soc St 8-108				
4th Hour 11:19 – 12:09	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH			4th Hour 11:19 – 12:09	Conflict Res 8-108	PREP	Conflict Res 8-108	PREP	Conflict Res 8-108
5th Hour 12:12 – 1:02	Sup Math 7-104			5th Hour 12:12 – 1:02	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH				
6th Hour 1:05 – 1:55	Math 6-106	Math 6-106	Math 6-106	Math 6-106	Math 6-106			6th Hour 1:05 – 1:55	Soc St 8-110				
7th Hour 1:58 – 2:48	Sup Math 5-210			7th Hour 1:58 – 2:48	Creative Writing 8-110	Creative Writing 8-110	Creative Writing 8-110	Creative Writing 8-110	Creative Writing 8-110				
8th Hour 2:50 – 3:40	Wealth Mgt 8-108	Wealth Mgt 8-108	Wealth Mgt 8-108	Wealth Mgt 8-108	Project B.L. 8-108			8th Hour 2:50 – 3:40	Conf Res 6-106	Conf Res 6-106	Conf Res 6-106	Conf Res 6-106	Project B.L. 6-106

**Teacher Schedule
2012 – 2013**

Revised Nov.,2012

Ms. Haynes - Room 108
(Vacancy, English 3)

Dr. Wisniewski - Room 110
(Vacancy, Science 1)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday	
1st Hour (HR 8:30 – 8:40) 8:40 – 9:30	English 8-108	English 8-108	English 8-108	English 8-108	English 8-108			1st Hour (HR 8:30 – 8:40) 8:40 – 9:30	English 8-110	English 8-110	English 8-110	English 8-110	English 8-110
2nd Hour 9:33 – 10:23	English 8-108	English 8-108	English 8-108	English 8-108	English 8-108			2nd Hour 9:33 – 10:23	English 8-110	English 8-110	English 8-110	English 8-110	English 8-110
3rd Hour 10:26 – 11:16	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH			3rd Hour 10:26 – 11:16	Science 7-104	Science 7-104	Science 7-104	Science 7-104	Science 7-104
4th Hour 11:19 – 12:09	English 6-106	English 6-106	English 6-106	English 6-106	English 6-106			4th Hour 11:19 – 12:09	Science 8-110	Science 8-110	Science 8-110	Science 8-110	Science 8-110
5th Hour 12:12 – 1:02	English 6-106	English 6-106	English 6-106	English 6-106	English 6-106			5th Hour 12:12 – 1:02	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6th Hour 1:05 – 1:55	English 7-104	English 7-104	English 7-104	English 7-104	English 7-104			6th Hour 1:05 – 1:55	Science 8-108	Science 8-108	Science 8-108	Science 8-108	Science 8-108
7th Hour 1:58 – 2:48	English 7-104	English 7-104	English 7-104	English 7-104	English 7-104			7th Hour 1:58 – 2:48	Science 6-106	Science 6-106	Science 6-106	Science 6-106	Science 6-106
8th Hour 2:50 – 3:40	Creative Writing 7-104	PREP	Creative Writing 7-104	PREP	Project B.L. 7-104			8th Hour 2:50 – 3:40	PREP	Computers 8-110	PREP	Computers 8-110	Project B.L. 8-110

**Mr. Hayner – GYM
Rooms 125 & 126**

Revised Nov, 2012

	Monday	Tuesday	Wed	Thursday	Friday
1st Hour (HR 8:30 – 8:40) 8:40 – 9:30	5-210	6-106	2 - 120	6-106	5-210
2nd Hour 9:33 – 10:23	K-107	1-122	K-107	1-122	PREP
3rd Hour 10:26 – 11:16	3-121	MoCi Upper 213	MoCi Upper 213	3-121	5 – 212 & MiCi Lower
4th Hour 11:19 – 12:09	2-120	8-108	4-201	8-108	4-201
5th Hour 12:12 – 1:02	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6th Hour 1:05 – 1:55	4-203	1 - 105	4-203	MoCi Lower 114	1 - 105
7th Hour 1:58 – 2:48	3 - 127	2-130	3 - 127	2 – 130 & MoCi Lower	5 – 212 & MiCi Lower
8th Hour 2:50 – 3:40	8 – 110 & MiCi Upper	7-104	8 – 110 & MiCi Upper	7-104	PREP

Revised Nov, 2012

MiCi Lower- **Ms. Vella** - Room 207
(Vacancy SE, Homeroom 1)

MiCi Upper - **Ms. Moore** - Room 211
(Vacancy SE, Homeroom 2)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday	
1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA	ELA			1 st Hour 8:30 – 9:30	Prep (Gym)	Math	Math	Math	Prep (Gym)
2 nd Hour 9:33 – 10:23	ELA	ELA	ELA	ELA	ELA			2 nd Hour 9:33 – 10:23	ELA	ELA	ELA	ELA	ELA
3 rd Hour 10:26 – 11:16	Science	Science	Science	Science	Prep (Gym)			3 rd Hour 10:26 – 11:16	ELA	ELA	ELA	ELA	ELA
4 th Hour 11:19 – 12:09	Lunch	Lunch	Lunch	Lunch	Lunch			4 th Hour 11:19 – 12:09	Lunch	Lunch	Lunch	Lunch	Lunch
5 th Hour 12:12 – 1:02	Math	Vocal	Math	Math	Vocal			5 th Hour 12:12 – 1:02	Math	Math	Math	Math	Math
6 th Hour 1:05 – 1:55	Social Studies	Social Studies	Social Studies	Prep (Gym)	Social Studies			6 th Hour 1:05 – 1:55	Science	Science	Science	Science	Science
7 th Hour 1:58 – 2:48	Math	Math	Math	Math	Math			7 th Hour 1:58 – 2:48	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
8 th Hour 2:50 – 3:40	Social Studies	Art	Social Studies	Science	Project B. L.			8 th Hour 2:50 – 3:40	Art	Art	Art	Art	Project B. L.

MoCi Lower- **Ms. Gauer**- Room 114

MoCi Upper – **Vacancy SE** - Room 213
(Vacancy SE, Homeroom 3)

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday	
1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA	ELA			1 st Hour 8:30 – 9:30	ELA	ELA	ELA	ELA	ELA
2 nd Hour 9:33 – 10:23	ELA	ELA	ELA	ELA	ELA			2 nd Hour 9:33 – 10:23	ELA	ELA	ELA	ELA	ELA
3 rd Hour 10:26 – 11:16	Math	Math	Math	Math	Math			3 rd Hour 10:26 – 11:16	Math	Prep (Gym)	Prep (Gym)	Math	Math
4 th Hour 11:19 – 12:09	Lunch	Lunch	Lunch	Lunch	Lunch			4 th Hour 11:19 – 12:09	Lunch	Lunch	Lunch	Lunch	Lunch
5 th Hour 12:12 – 1:02	Science	Science	Science	Science	Science			5 th Hour 12:12 – 1:02	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
6 th Hour 1:05 – 1:55	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies			6 th Hour 1:05 – 1:55	Science	Science	Science	Science	Science
7 th Hour 1:58 – 2:48	Supplemental	Supplemental	Supplemental	Prep (Gym)	Prep (Gym)			7 th Hour 1:58 – 2:48	Art	Art	Art	Art	Art
8 th Hour 2:50 – 3:40	Art	Art	Art	Art	Project B. L.			8 th Hour 2:50 – 3:40	Math	Math	Math	Math	Project B. L.

Student Schedule
2012 – 2013

Revised Nov.,2012

6th Grade
Homeroom 106

7th Grade
Homeroom 104

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday	
1st Hour (HR 8:30 – 8:40) 8:40 – 9:30	Debate Ms. Green	Gym	Debate Ms. Green	Gym	Debate Ms. Green			1st Hour (HR 8:30 – 8:40) 8:40 – 9:30	Soc St Ms. Furlow	Soc St Ms. Furlow	Soc St Ms. Furlow	Soc St Ms. Furlow	Soc St Ms. Furlow
2nd Hour 9:33 – 10:23	Soc St Ms. Furlow			2nd Hour 9:33 – 10:23	Math Ms. Green	Math Ms. Green	Math Ms. Green	Math Ms. Green	Math Ms. Green				
3rd Hour 10:26 – 11:16	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH			3rd Hour 10:26 – 11:16	Science Wisniewski	Science Wisniewski	Science Wisniewski	Science Wisniewski	Science Wisniewski
4th Hour 11:19 – 12:09	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes			4th Hour 11:19 – 12:09	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5th Hour 12:12 – 1:02	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes			5th Hour 12:12 – 1:02	Sup Math Ms. Green	Sup Math Ms. Green	Sup Math Ms. Green	Sup Math Ms. Green	Sup Math Ms. Green
6th Hour 1:05 – 1:55	Math Ms. Green			6th Hour 1:05 – 1:55	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes				
7th Hour 1:58 – 2:48	Science Wisniewski	Science Wisniewski	Science Wisniewski	Science Wisniewski	Science Wisniewski			7th Hour 1:58 – 2:48	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes
8th Hour 2:50 – 3:40	Conf Res Furlow	Conf Res Furlow	Conf Res Furlow	Conf Res Furlow	Project B.L. Furlow			8th Hour 2:50 – 3:40	Creative Wrtg Haynes	Gym	Creative Wrtg Haynes	Gym	Project B.L. Haynes

Student Schedule
2012 – 2013

Revised Nov.,2012

8th Grade
Homeroom 108

8th Grade
Homeroom 110

	Monday	Tuesday	Wed	Thursday	Friday			Monday	Tuesday	Wed	Thursday	Friday
1st Hour (HR 8:30 – 8:40) 8:40 – 9:30	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes			1st Hour (HR 8:30 – 8:40) 8:40 – 9:30				
2nd Hour 9:33 – 10:23	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes	English Ms.Haynes			2nd Hour 9:33 – 10:23				
3rd Hour 10:26 – 11:16	Soc St Ms. Furlow	Soc St Ms. Furlow	Soc St Ms. Furlow	Soc St Ms. Furlow	Soc St Ms. Furlow			3rd Hour 10:26 – 11:16				
4th Hour 11:19 – 12:09	Conflict Res Green/Furlow	Gym	Conflict Res Green/Furlow	Gym	Conflict Res Green/Furlow			4th Hour 11:19 – 12:09	LUNCH	LUNCH	LUNCH	LUNCH
5th Hour 12:12 – 1:02	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH			5th Hour 12:12 – 1:02				
6th Hour 1:05 – 1:55	Science Wisniewski	Science Wisniewski	Science Wisniewski	Science Wisniewski	Science Wisniewski			6th Hour 1:05 – 1:55				
7th Hour 1:58 – 2:48	Math Ms. Green	Math Ms. Green	Math Ms. Green	Math Ms. Green	Math Ms. Green			7th Hour 1:58 – 2:48				
8th Hour 2:50 – 3:40	Wealth Mgt Green	Wealth Mgt Green	Wealth Mgt Green	Wealth Mgt Green	Project B.L. Green			8th Hour 2:50 – 3:40				

Noble School Professional Development Plan 2013-2014

(Subject to change based on need and/or District calendar)

Date	Topic	Target	Evaluation
08/26/13	District PD: Opening	Instructional staff	Staff evaluations
08/27/13	School PD: Research writing	Instructional staff	Staff evaluations
08/28/13	Classroom Set-up	Instructional staff	
09/04/13	Data Analysis: Establish priorities	Instructional staff	DI Plan
09/11/13	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
09/18/13	Open House / Curriculum Night	Instructional staff	Family evaluations
09/25/13	Vertical Collaboration: ELA	Instructional staff	Vertical Plan
10/02/13	Data Analysis: Debrief BOY & Plan for MEAP	Instructional staff	DI Plan
10/09/13	PLCs: Agenda set by members	Instructional staff	Unit Plans
10/16/13	Vertical Collaboration: Math	Instructional staff	Vertical Plan
10/23/13	Common Core Implementation Update	Instructional staff	Staff evaluations
10/30/13		Instructional staff	
11/05/13	District PD: agenda set by DPS or school	Instructional staff	Staff evaluations
11/06/13	Data Analysis: Examine student work samples	Instructional staff	DI Plan
11/13/13	PLCs: Agenda set by members	Instructional staff	Unit Plans
11/20/13	Vertical Collaboration: Math	Instructional staff	Vertical Plan
11/27/13	Common Core Implementation Update	Instructional staff	Staff evaluations
12/04/13	Data Analysis: Debrief MAP	Instructional staff	DI Plan
12/11/13	PLCs: Agenda set by members	Instructional staff	Unit Plans
12/18/13	Staff Luncheon	Instructional staff	
01/08/14	Data Analysis: Debrief MEAP scores	Instructional staff	DI Plan
01/15/14	PLCs: Agenda set by members	Instructional staff	Unit Plans
01/22/14	Vertical Collaboration: Numeracy	Instructional staff	Vertical Plan
01/29/14	Common Core Implementation Update	Instructional staff	Staff evaluations
02/05/14	Data Analysis: Debrief MOY/Q Benchmarks	Instructional staff	DI Plan
02/12/14	PLCs: Agenda set by members	Instructional staff	Unit Plans
02/26/14	Vertical Collaboration: Inquiry-based Science	Instructional staff	Vertical Plan
03/05/14	Data Analysis: Debrief MAP	Instructional staff	DI Plan
03/12/14	PLCs: Agenda set by members	Instructional staff	Unit Plans
03/19/14	District PD:	Instructional staff	Staff evaluations
03/20/14	District PD: Reading Focus	Instructional staff	Staff evaluations
03/26/14	Vertical Collaboration: Problem-solving	Instructional staff	Vertical Plan
04/20/14	Data Analysis: Examine student work samples	Instructional staff	DI Plan
04/09/14	PLCs: Agenda set by members	Instructional staff	Unit Plans
04/16/14	Vertical Collaboration: Strategic reading	Instructional staff	Vertical Plan
04/30/14	Data Analysis: Summer School Planning/AR	Instructional staff	DI Plan
05/07/14	PLCs: Transitions Planning	Instructional staff	Unit Plans
05/14/14	Vertical Collaboration: SS aids, primary sources	Instructional staff	Vertical Plan
05/21/14	Family Math and Science Night	Instructional staff	Family evaluations
05/28/14	Common Core Implementation Update	Instructional staff	Staff evaluations
06/04/14	Closing notes	Instructional staff	
06/11/14	Student Records	Instructional staff	
TBD	Summer School Training	Instructional staff	

Additional Professional Development as Scheduled: Literacy/Math Coaches Monthly Meetings, Special Education Monthly Meetings, Early Childhood, PD 360 (online, on-demand)

**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**

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