



Reform Redesign Report

Blackwell Institute

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?

Catherine C. Blackwell Institute is a Pre-kindergarten through 8th grade school, comprised of 500 students. The school is located on the lower eastside of Detroit, south of Gratiot at 9330 Shoemaker. The community is a densely populated, urban area in Detroit, Michigan. The median household income is \$24,000. The population is primarily African-American.

Blackwell is a predominately African-American School. Of all our students, 99.44% are African American. 51% of our students are female and 49% are male. 89% of our students are economically disadvantaged and 8% of them have a disability.

The staff at Blackwell is 89% female and 11% male. The majority of the staff and been teaching for at least 10 years.

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.

Mission Statement

The staff of Catherine C. Blackwell Institute of International Studies, Commerce, and Technology is committed to high student achievement. Within a student-centered environment, the staff will guide students to solve problems independently and cooperatively, think critically and creatively, communicate effectively, use technology and interpret data competently, demonstrate social, civic and personal wellness responsibilities, display global awareness and cross cultural understanding, and be prepared for success as high school students.

Vision Statement

The vision of Catherine C. Blackwell is to develop and maintain a place where students can collaborate with one another in a higher learning capacity. Student achievement will be aligned with national, state, and district core curriculum frameworks as well as with the needs of the can collaborate to achieve an extraordinary purpose.

Our Beliefs

Blackwell is designed to prepare academically and socially competitive students for the dynamic multicultural environment in which they will live. The staff is committed to high student achievement and the integration of technology to keep children competitive in their educational and career goals.

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.

Blackwell's notable achievements are that we won 1st and 2nd place in the Annual Bernard Parker Black History contest, our 3rd and 7th grade classes had a poetry book published by the 2012 Inside Out Literacy Project, entitled, "Words from the Pharaohs", our Anti-Bully Rally -"Burying the Bully" received recognition by the DFT Newsletter and Huffing Post Newsletter, Blackwell participated in the "Celebration of Multicultural Diversity at DPS", where we represented and showcased over 45 different countries around the world, and three of our 8th grade students' masks were created into a bookmark for the 75th Annual Art Exhibition at the Detroit Institute of Arts.

Some areas of improvement that Blackwell has faced over the last three years have been improving our school attendance because we have a very transient population, and improving our achievement on the reading, writing, and math sections of the MEAP tests. Three areas that Blackwell is striving to achieve in the next three years are more staff shared leadership, our reading and writing program, and our numeracy program.

Additional Information

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

Blackwell Institute is an African-centered, multicultural, internationally focused technical community, comprised of visionary administrators, and dedicated teachers. Blackwell is designed to prepare academically and socially competitive students for the dynamic multicultural environment in which they will live. Our test scores are reflective of our mission to produce students who possess first-rate cognitive and communication skills. Having met AYP consistently, Blackwell has joined the ranks of schools recognized by the state of Michigan as a High Performing, Phase Zero School.

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.

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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.)

We will focus on Shared Leadership. Each week, the staff meetings will be held in a different staff member's classroom to showcase each instructor's literacy and math strategies, data collection, instructional strategies, formative assessments, room configuration, etc. All staff members will participate on at least three school committees. Staff will collaborate in grade level teams to share lesson plans, develop and share ideas, and network with one another for educational resources and colleague support. We will also have collegial observations and staff members facilitating Professional Development to promote shared leadership. The ELA, Math, and Science & Social Studies Instructional Specialists will conduct classroom visits to provide instructional support, model lessons, conference with teachers, and work with small student groups.

We will also improve our Literacy Program, specifically reading and writing at Blackwell. We will incorporate literacy strategies across the curriculum. We will have students do Daily Language Practice and Quick Writes each morning focusing on a different subject each day. We will have a school wide Pen on Paper (POP) writing initiative, where students will write for 10-15 minutes on a selected topic or prompt for the day. All staff will utilize the 6+1Writing Traits model as well as employ the Write Source writing and grammar resources into their daily lessons. The use of graphic organizers will be a major instructional tool for both comprehension and writing. Staff will receive training in their value and use across the curriculum. The school will introduce 10-15 "Power Words" each month to build the students' oral and written vocabulary. We will continue to use the Accelerated Reader and DEAR programs to monitor and enhance the practice of reading for our students. We will have Writing with Puppetry program for students to enhance their creative writing skills. The school will also facilitate a Spelling Bee throughout the school year. Through using literacy across the curriculum, all other subjects will be improved as well.

Numeracy will be improved across the curriculum at Blackwell. We will place emphasis on students learning their basics facts through addition, subtraction, multiplication and division. Real world experiences will be used to help students see how math is applicable to their lives. Specifically, all staff members will use math real world experiences at least once per week in their core areas. The use of more manipulatives will be emphasized in the classroom. Teachers will incorporate math websites to enhance their math lessons and expose their students to various methods of problem solving. Math posters and vocabulary walls will be displayed around the building. Strategies for vocabulary development will be taught. The school will facilitate several math bee's throughout the school year.

State what data were used to identify these ideas.

The MEAP, DIBELS, Accelerated Reader and Math, and Staff Survey results were used to identify these three areas.

According to the 2011-2012 MEAP, the percentage of all students at the proficient level in Reading in grades 3-8 was at 25%. The proficiency percentages for each grade level are as follows: 3rd grade: 28%, 4th grade: 29%, 5th grade: 22%, 6th grade: 33%, 7th grade: 19%, 8th grade: 23%.

The percentage of all students at the proficient level in Math in grades 3-8 was at 2%. The proficiency percentages for each grade level are as follows: 3rd grade: 2%, 4th grade: 4%, 5th grade: 0%, 6th grade: 3%, 7th grade: 3%, 8th grade; 3%

The percentage of all students at the proficient level in Writing in grades 4 and 7 was at 36%. The proficiency percentage for 4th grade was

19% and 7th grade 17%.

The percentage of all students at the proficient level in Science in grades 5 and 8 was at 0%. Individual grade level proficiency was 5th grade 0% and 8th grade 0%.

The 2011-2012 Social Studies MEAP score for 6th grade was at 6%.

DIBELS scores from September of 2012 indicated a low percentage of students at benchmark. The following percentages indicate students mastering benchmark goals at each grade level. Kindergarten; 42%, 1st grade: 24%, 2nd grade: 24%, 3rd grade: 34%, 4th grade: 32%, 5th grade: 0%.

STAR Math scores from September of 2012 indicated a low percentage of students at benchmark. The following percentages indicate students mastering benchmark goals at each grade level. 2nd grade: 26%, 3rd grade: 17%, 4th grade: 16%, 5th grade: 13%, 6th grade: 14%, 7th grade: 11% and 8th grade: 20%.

STAR Reading scores from September of 2012 indicated a low percentage of students at benchmark. The following percentages indicate students mastering benchmark goals at each grade level. 2nd grade: 16%, 3rd grade: 10%, 4th grade: 11%, 5th grade: 10%, 6th grade: 12%, 7th grade: 13% and 8th grade: 20%.

We know that in order to improve student learning in all subject areas, as indicated by these assessments, we must improve literacy skills, specifically comprehension. We also know that in order to have a basic understanding of numeracy, students must have an appreciation of the value of numbers. Students need to see math's use in all subject areas, in real world situations. (One of the criteria for quality classroom instruction in the Standards of Instruction in the Michigan Curriculum Framework) The data sources used to determine our challenge areas will also be among the sources that we use to guide our work in the turnaround process. DIBELS and STAR Reading and Math, as well as a new assessment to our students, MAP, will each be given 3 times per year. They will be excellent sources of information that will show each student's progress and inform teachers about the success of their practice.

Our staff survey given in the fall of 2011 showed us that the staff wants more opportunities to meet to discuss data, instruction, curriculum, assessment, students, and the structures/strategies that will turn the school into a high performing school. We have many time and opportunity structures that we will put in place that will enable this to happen. We will devote one hour of three staff meetings per month for this in the form of grade level content meetings, core curriculum meetings, and SIT meetings. Professional Development opportunities at staff meetings will also promote shared leadership and professional learning community. We will also use this time to reflect on our work and the work of others through studying student work, peer observations, or using PD360.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

The District will align the principal selection process for Priority Schools to the "two-year rule."

Patricia Hines has been with the Detroit Public Schools for over thirty years. Sixteen of her years with the district have been in administration at the Catherine C. Blackwell Institute where she currently serves as Principal. This year Mrs. Hines was allowed to handpick the staff members that she felt would be the best fit for Blackwell Institute. Throughout her administration, former students, dating back twenty years, have left and returned with their children who are now customers of the third generation. At Blackwell, Principal Hines has always led the teachers and students to strive for academic greatness. Although there have been many positive strides made at our school while under her leadership, one that we are very proud of is her ability and willingness to inspire staff and students by modeling her beliefs and demonstrating best practices. We believe that because of her dynamic leadership, knowledge of curriculum and instruction our school has achieved Annual Yearly Progress (AYP) on the MEAP standardized tests for the past ten years. In addition, Principal Hines has served at three other schools in the district where she has maintained Annual Yearly Progress (AYP). She has done this through showing her staff the data, having them prioritize the standards needing the most focus, and holding them accountable for using the strategies they design for improvement. Interestingly, it was Mrs. Hines and a Blackwell Team who designed and implemented the MEAP University and Community Partnerships twelve years ago.

Mrs. Hines has created a respectful climate at Blackwell. She has high expectations for her staff and students and is assertive about reinforcing this. She has helped children at Blackwell grow spiritually, morally, and through her leadership and example she has taught children about the importance of giving back. Community is important to her.

Principal Hines' outstanding leadership has allowed her to create a relationship with the community that expands beyond three decades. She engages parents and community members in an effort to improve student achievement by frequently encouraging parent involvement in the school and classroom. Parents can see what is being taught or how their child is behaving. The principal offers light refreshments during parent teacher conferences and open houses so parents feel more welcome and comfortable about coming into the building. Give away raffles and prizes are used as incentives to get parents to come out and get involved. She further rewards the parents who do come out to various parent/community meetings or parent teacher conferences. Pizza parties and ice cream socials are some of the class incentives provided to motivate students to learn or increase student attendance which is always necessary when trying to improve student achievement. Furthermore, she shows her parents how much they are appreciated when she hosts her yearly parents and grandparents recognition day.

Outside vendors and organizations have embraced the Blackwell family: Walsh College provides tutoring service to the children, Mother's Day tea party and provided school supplies; St. Clair Shores Moose Lodge has provided school supplies, school uniforms, winter clothing, arts and crafts, food baskets and holiday baskets. In addition, the Blackwell students are featured in a publication by Walsh College entitled, "The Walsh Journal" where ten thousand readers are able to read about our school. The Multicultural Organization donates to the school for our annual Thanksgiving baskets, and Rodney Stuckey and the Detroit Pistons implemented a Literary Writing Technology Center.

As a highly effective school leader, Principal Hines has worked tirelessly to impact student achievement by following and leading the district's rigorous expectations and requirements. She has a vision as to how she wants to increase student attendance in her building. In order to reach her goals, she understands she needs her staff on her team and believes in shared responsibility and decision making.

Two of Principal Hines favorite sayings are, "Do not follow where the path may lead. Go instead where there is no path and leave a trail." and "On time, on task, all day, every day to meet the needs of the children. If not today, then tomorrow." These words are heard in the halls and at staff meetings, and are written on the weekly notes. More importantly, Mrs. Hines models them in her leadership on a daily basis. Mrs. Hines has left many trails and desires to leave many more.

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

Evaluation Process/Tools

The District has developed new evaluation processes for teachers and school leaders that is based on the following:

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

Teacher Evaluation Tool/Process

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

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

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

In Detroit, we value our teachers immensely and are keenly focused on teacher development. Success within our system requires

partnerships at and across levels; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Only by creating a culture built around a common understanding of what good teaching is can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

The Teacher Development and Evaluation Rubric

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

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

Principal Evaluation Tool/Process

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

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

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

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

- ∩ Achieving prescribed student performance targets
- ∩ Management of budget - general purpose, school-based and federal;
- ∩ Student attendance goals;
- ∩ Suspension/expulsion goals;
- ∩ Graduation goals;
- ∩ Thoughtful implementation of program recommendations as a result of school diagnostic reviews;

- ☐ Satisfactory completion and implementation of SIP academic plans;
- ☐ Participation and engagement in prescribed professional development opportunities; and
- ☐ Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

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

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.

A. Developing the Plan to Reward/Remove School Leaders, Teachers and other Staff Members

1. Staff members will set aside at least one professional development day and two staff meeting days during the second semester of the 2012-2013 school year, to discuss what makes a quality administrator, instructional specialist, teacher, and school service assistant. These identified qualities will be compiled into a document that will be distributed to all instructional staff. These qualities will also serve as part of the criteria used for staff member evaluation and recognition.
2. School Improvement Team members will establish a time line of recognition and a protocol for honoring and recognizing staff members who help increase student achievement.
3. Staff members will establish a recognition team of five members who will implement the established protocol for staff recognition. The recognition team will submit a budget request to the administrators for approval. The budget will provide the funding needed to purchase formal and informal tokens of appreciation.

B. Criteria Used to Evaluate Staff Members for Reward or Recognition

Formal criteria for identifying staff member recognition:

Instructional staff members will be evaluated through the formal evaluation process laid out by the school district which includes: Formal observations by administrators, Individual PLP's, MEAP Test Data, Benchmark Testing Data, Accelerated Reader and Accelerated Math Test Results, Students' Grade Level Team Pre & Post Test Data, Report Cards, DIBELS Data, Professional Development and Attendance.

Non-instructional staff members will be evaluated through the formal process laid out by the school district which includes: Formal assessment and observations by administrators, the Individual EDP's, professional development, and attendance.

Informal criteria for identifying staff member recognition will be determined by:

1. Recognizing staff members who go above and beyond the daily requirements of instruction. (ex. those staff members who spend extended time beyond the school day to contribute to school programs and projects; and those staff members who spend their own money to provide incentives for children or improve the school climate)
2. Recognizing staff members who contribute to team building, mentoring, partnering on school projects, or boosting morale among staff and students.
3. Recognizing staff members who reach out to the community to establish partnerships between the community and the school.
4. Recognizing teachers who develop classroom projects or community service projects with their students to inspire compassion for others.
5. Recognizing staff members with excellent attendance (97% or higher)

C. Rewards for School Leaders, Teachers and Other Staff Members

The School Improvement Team will identify and name the specific accomplishments that will be honored and recognized by the staff. The

team will also establish a time line for when recognition shall occur for specific accomplishments.

The school recognition team will create a budget to finance recognition activities and they will identify the type of awards given for specific accomplishments.

Staff members selected for recognition and rewards will be honored through:

1. Individual praise or recognition from administrators through small tokens of appreciation like "thank you" notes, verbal acknowledgment, "kudos bars" in the mailbox, happy grams, or stickers for a job well done.
2. A staff appreciation day will be established for staff members to send thanks and recognition to each other. (For example, teacher -to-teacher kudos notes can be sent that say "I appreciate the way you!" "Thank you for the way you!"
3. Staff members will be recognized through the morning notes, public recognition over the intercom during morning announcements, recognition at staff meetings, and sharing best practices at staff meetings.
4. More formal recognition will take the form of certificates, plaques, teacher of the month recognition at staff meetings, and articles placed in the Detroit Teacher.

D. Criteria for Identifying Staff Members Who Must be Removed from the Staff

Staff members targeted for removal from staff must go through all the following steps before consideration of removal:

1. Upon receiving a minimally effective rating the staff member will be paired with a staff mentor to receive assistance and recommendations.
2. The staff member rated minimally effective will have three opportunities to observe other effective or highly effective teachers teach a lesson. A debriefing session will occur after each observation between the observing teacher and the presenting teacher to gather tips, pointers and new ideas.
3. One of our instructional specialists may be assigned to the staff member rated minimally effective to assist the teacher with improving their teaching strategies.
4. The staff member rated minimally effective will write a letter/memo to the administration stating the various ways they need support from administration to help them improve their evaluation rating. Each item in the letter/memo must be considered and acted upon before moving to the next level in the evaluation process.
5. The staff member will have the opportunity to attend professional development or view PD360 professional development videos to aid in improving his/her rating.
6. The teacher will have the opportunity to be videotaped while teaching a lesson so that he/she can identify areas needed for improvement. (optional)
7. The teacher will then be observed for evaluation by administration two more times after the above steps have been taken. The final two evaluations must not occur within sixty days of each other. Upon receiving three minimally effective ratings, the staff member shall be considered for removal.

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.

During the 2012-2013 school year, the professional development 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 of the professional development will focus on helping teachers and administrators pay close attention to the classroom environment and improve student learning. Administrators will receive professional

development to broaden their leadership skills and provide more instructional leadership for their staff to help themselves and their staffs become more reflective, maintain accurate records, grow and develop professionally, and show professionalism. As we move to increase student achievement on our standardized tests for the State and at the National level, we have adopted a city-wide common assessment (NWEA-MAP) that will enable staff to diagnose, monitor, and increase student achievement through the utilization of data to modify and enhance instruction. Decisions for the professional development were based upon the needs of the building-level staff members and the analysis of the data collected from the standardized assessments. District Professional Development activities are aligned to the State Professional Development Standards.

There will be many and varied opportunities for professional development at Blackwell Institute. Although we know that the staff learns from both on-site and off-site professional development opportunities, we feel that the best professional development is job embedded. In our Redesign Plan we will have professional development scheduled for at least one hour of each of three weekly staff meeting times, on assigned district PD days, and twice a year on Saturdays. PD will be embedded in classroom observations conducted by our Instructional Specialists, classroom walk-through organized by grade levels, grade level team meetings, classroom one on one with the teacher and Instructional Specialist, and Staff and School Improvement Team Meetings where facilitation skills and strategies will be modeled. In determining our professional development needs, we focused on our Redesign Plan "Big Ideas" of literacy across the curriculum, numeracy across the curriculum, and the development of professional learning community. Although we have many ongoing staff learning needs, many of those are individual and can be acquired on an as needed basis, in a variety of ways, to whoever requires the PD. If we focus too broadly, we will not accomplish our plan. We have determined the following PD in each of the three areas.

Literacy Across the Curriculum:

- ☺ Graphic Organizers to support comprehension and writing
- ☺ 6+1 Writing Traits
- ☺ Vocabulary Development
- ☺ Before, During, and After Reading Strategies that enhance students' understanding and extension of reading
- ☺ Quick turnaround strategies in reading comprehension
- ☺ Literacy Enrichment

Numeracy Across the Curriculum:

- ☺ Best Practices in Math
- ☺ How to use Manipulatives
- ☺ Math Websites and how to use them
- ☺ Math Vocabulary Development
- ☺ Quick turnaround strategies in numeracy
- ☺ Math Enrichment

Professional Learning Community:

- ☺ What, structures, processes of PLC
- ☺ Data Collection and Analysis
- ☺ Book Studies: Entertaining an Elephant, Who Moved My Cheese?
- ☺ True Colors Workshop
- ☺ Reflection Strategies
- ☺ Studying Student Work

As professional development is delivered, we will be strategic in modeling facilitation skills, keep staff actively involved, and in teaching a limited number of strategies at one time. With everyone focused, we will spend time practicing these strategies in our classrooms, with support, and opportunities for reflection. All teachers will be held accountable for skills/strategies taught and these will be embedded in the instructional practice of Blackwell Institute. Teachers will further reflect on the value and their success by studying student work to see if students understood more fully using the given strategy.

Some professional development will be determined by the needs indicated in a teacher's Professional Learning Plan (PLP). Principals or Instructional Specialists, in collaboration with the teacher, will suggest various learning opportunities for teachers in instruction or classroom management. On occasions like this, teachers may gain support in a variety of ways; from colleagues, off-site classes or workshops, books, PD360, etc. At Blackwell Institute, all teachers going off-site for PD will be required to teach others their new found skill either in small groups or mentoring situations.

As much as possible, teachers will assume leadership roles in bringing learning/teaching strategies to their colleagues. For those times when an off-site facilitator is needed, some staff will assume leadership roles in developing a plan to monitor the ongoing implementation of skills by all teachers.

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.

A. The Staff Recruitment Plan

Staff assignments will be based on needs identified in the formative, interim and summative data from the school. This data will include MEAP Test Scores, DIBELS Scores, Star Reading and Star Math, MAP Test Results, and the Grade Level Pre and Post Test results in Reading, Math, Social Studies and Science.

The School Improvement Team will examine the data and identify areas that qualify as critical needs for each of the core subjects (Reading, Math, Social Studies and Science). The areas identified as critical needs will be used to design and create curriculum instruction models such as platoon scheduling, block plan scheduling and the hiring of new staff. Teacher strengths will also play a part in staff assignments. An interview team will be created for the school. This team will include two administrators, one instructional specialist, two teachers, one DFT representative, and one lead teacher from the grade level or subject area needing a teacher. The school interview team will also develop appropriate questions for interviewing prospective staff members.

B. The Plan to Develop Opportunities for Promotion and Career Growth

It is suggested that staff members participate in continuing education programs to stay abreast of new educational trends and expectations of the Detroit Public School District. Educational growth will help lead to advancement to jobs within the district. The Detroit Public Schools offers many educational course studies online and at the surrounding universities.

Staff members will have an opportunity for promotion and career growth through shared leadership. Shared leadership opportunities will be provided for staff members in the following ways:

1. Staff members may take on the role of principal for a day.
2. Teachers will have an opportunity to serve as a lead teacher for a grade level or special subject area.
3. Various teachers will attend district meetings.
4. Teachers will have an opportunity to lead a staff meeting.
5. Teachers may serve as New Teacher Mentors.
6. Teachers will be given opportunities to attend professional development at the school, district, and state levels.
7. Teachers will also have an opportunity to lead professional development at the school in the areas of literacy and numeracy. They will function as facilitators and consultants for the professional development sessions.
8. Teachers will have the opportunity to participate in collegial reviews.
9. Teachers will have the opportunity to serve on interview teams for new staff members.

The school also promotes the professional growth of teachers through the reflection on and writing of Professional Learning Plans. Each teacher identifies areas of growth, subsequent goals, and strategies to attain goals. Principals and Instructional Specialists support the teachers in their goal accomplishment through scheduled interviews and helping to open opportunities as outlined in each learning plan.

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.

Blackwell's main focus will be to close the achievement gap and show student growth. All classroom instruction will be data driven. The formative, interim and summative student data will be analyzed and used to create an Individual Development Plan for each student.

Blackwell's instructional staff will be responsible for gathering the data of their students, then organizing and analyzing that data to draw conclusions about the needs of the students. They will be assisted in this process by the Intervention Specialist for Priority Schools and the School Improvement Facilitator. Data discussions will take place at staff meetings, grade level meetings, curriculum meetings, and with the School Improvement Team. Data will become a critical part of all that we do and will give impetus for all change and progress. New teachers are taught how to retrieve data online by the education technician and the instructional staff, because it's everyone's responsibility to be cognizant of how to retrieve and utilize student data.

In analyzing the MEAP data for the past three years, we saw that all core area proficiency scores qualify our school as a Priority School. As a result, we will be focusing on literacy across the curriculum as a means to improve learning in all core areas. The research on the use of graphic organizers as a tool for writing and comprehension, as well as the research on 6+1 Traits of Writing have led us to focus on these strategies in our Redesign Plan. We also have found that developing student vocabulary can improve student's comprehension. Therefore, we will stress vocabulary development in all core areas. Both reading series approved by the district, Open Court (K-6) and Prentice Hall (7-8) will be used. Each is aligned with the Michigan Curriculum Framework and, more recently, the Common Core State Standards.

Our MEAP scores also indicated that we needed to focus on numeracy across the curriculum. By using real world experiences in all core areas, our hope is to show students the value of math in all facets of their lives. The district's adopted texts are Scott Foresman/Addison Wesley (K-5) and Houghton Mifflin (6-8). These texts are both aligned with the Michigan Curriculum Framework and the Common Core State Standards.

The data assessments include formative and summative. The goal of formative assessment will be to gain an understanding of what students know and don't know in order to make responsive changes in teaching and learning. Formative data will be on-going and will be assessed during instructional time, during classroom lessons, through homework assignments and any other instructional activities, group projects, oral presentations, hands on laboratory work etc. Instructional staff will use feedback to report results to students directly and parents through progress reports or parent conferences. Feedback will be immediate and on-going. Students and parents need to be aware of their progress before it's too late, allowing them to make adjustments in their learning to improve their achievement.

Instructional staff will also use formative data to create, design and implement lesson plans to meet the needs and reflect the differentiation of all students' learning. It will also be used to adjust instructional practices in an effort to maximize individual students' learning, to gauge students' progress, and assign grades. The data used will include Star Reading and Math, Dibels, Burst, Pre and Post test, teacher generated assessments, projects, hands on activities, portfolio's, etc.

Formative data assessments will provide instructional staff with timely, critical evidence that indicates students' skill level, their concept mastery, and their progress toward the curriculum goals. Positive results can be seen when data is collected regularly, and timely, allowing for interventions to be established accordingly.

Interim assessments are administered weekly and data collected.

Summative data assessments information will be used to make curriculum decisions, direct future instruction, and improve instructional practices. Blackwell will use this information from yearly data assessments to improve student's learning. Summative assessment data will also be used to develop curriculum goals, to gather student learning outcomes and to incorporate into our school improvement plans. Summative assessment data will be collected through a variety of means and collected at the end of a chapter, unit, or course; after instruction has taken place. It will be in the form of tests, projects, portfolios etc. It also will include the annual state standardized assessment, MEAP and MAP. The instructional staff will collect, analyze and draw conclusions regarding the data. Then the data will be shared at monthly grade level meetings and content area meetings to guide instructional planning and to identify and target specific needs for student learning.

Along with data collected from formative assessment and summative data assessments through Data Director, Cognos and Renaissance Place, the Blackwell staff will use the Common Core State Standards for Language Arts and Math, Grade Level Content Expectations, and the district's established pacing guides. These will direct instruction and provide a consistent, clear understanding of what students are expected to learn and know throughout the school year. The CCSS and GLCEs provide critical alignment for the teaching of skills at each grade level. This information will be shared with parents in a variety of formats, on a weekly basis. In this way, they will know in a timely way how to help their children.

Instructional staff will be required to identify what standards and GLCE's are being addressed for a task or unit of instruction by incorporating this information into their daily lesson plans. This information will also be posted in their classrooms, as well as reviewed each day with the students, so that everyone understands the outcomes for the day. Blackwell will continue to collect and analyze data to identify new research-based programs to implement by the 2013-16 school years.

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.

For the 2013-2016 school years, Blackwell Institute will monitor student achievement through formative, interim, and summative assessment. This assessment data will show literacy and numeracy results across the curriculum. The administrative team shares knowledge of assessment tools with staff through professional development in weekly staff meetings and online through PD360. As a result, our school has become a community of researchers, who regularly interpret what the numerical data yields.

It is crucial that the data is displayed graphically, so that teachers, students, and parents can interpret visually our academic needs. Through formative assessment data in the core subjects, each student will gain insight into their own level of academic performance. The formative assessments tools will be those either prescribed by the district or tools provided by the textbooks.

The data from the formative assessments will be used to develop an individual development plan (IDP) for each student. The individual development plans will be used to guide differentiated instruction in the classroom. Students who are resource students will also receive input from the resource teachers. The IEP'S will be reviewed with the resource teacher for accuracy and appropriateness of strategies.

As the year progresses, interim assessment for core subjects will be administered by the classroom instructor weekly, to gauge the growth of students. Interim assessments may include, but are not limited to exit briefs, peer/self assessment, and learning logs. The assessments will be given weekly and graphed to show growth and troubleshoot concepts that need to be reviewed.

Summative assessments will be given to show or summarize the academic growth in each area. The summative assessments are in the form of standardized tests, MEAP, MAP, and DIBELS. The data collected may be viewed on the Michigan Department of Education's website. The staff may use the district's website of Learning Village to view Data Director and Cognos. The DPS Student Information System will also have standardized test information. The results from the formative, interim, and summative assessments will be kept on file in curriculum, student, and IDP binders.

To incorporate more literacy across the curriculum, we will have the students write the objectives and closure statements for each lesson. Writing the objective and closure statements for every lesson, will keep the students cognizant of the objective of the lesson and show support for their understanding of the concept. Blackwell's literacy program consists of daily journal writing, timed writing, and corrective writing exercises.

Each classroom will maintain writing portfolios of the students. These portfolios will contain different forms of writing and a rubric to guide the students on how to progress to writing proficiency.

The incorporation of literacy across the curriculum will be enhanced by programs such as Blackwell's Boisterous Book Club, RIF program, Scholastic Book Fair, Book It, Family Literacy Night, journalists volunteering from The Detroit News assisting with writing, Accelerated Reading, and Inside Out (a poetry program). The incorporation of numeracy across the curriculum has taken the form of Family Math Night, Academic Games, and Accelerated Math program. Each classroom teacher will have the students write the math objective and closure for each lesson, incorporate the math vocabulary in spelling tests, complete warm up exercises, and provide large and small group instruction. Each classroom will increase its use of manipulatives and technology with each lesson to help students understand concepts. Students will also be required to complete more problem-solving in lessons.

Blackwell Institute is a community of researchers, gathering information on classroom best practices through professional development provided by the district, the school, and online, such as, Common Core Standards, and 6+1 Writing Traits. The administrative team of Blackwell provides leadership opportunities for teachers by encouraging instructional staff to present best classroom practices at weekly staff meetings. Shared leadership opportunities, also includes participation on evaluation teams for the hiring of perspective staff members and teacher evaluations. Finally, the principal meets with a core set of staff members twice monthly in cabinet meetings. These meetings are an exchange of information based on the needs of the school. The cabinet members help keep the staff abreast of the information.

Blackwell Institute will constantly monitor student achievement through the use of data. Student data, both academic and behavioral, will drive achievement. We will use the Instructional Learning Cycle as a primary tool for making educational decision in the school. The cycle ensures starting with data to determine needs. Outcomes are specific, with strategies and assessments aligned to the desired outcomes.

Staff meetings will be guided by the data to focus discussion and ultimately outcomes. Data dialogues will take place at staff meetings on some occasions, in grade level meetings, core curriculum meetings, and School Improvement Meetings. Facilitation for data dialogues can be guided by the Intervention Specialist.

Academic data will be gathered from standardized and teacher generated tests, progress reports, report cards, parent teacher conferences, award ceremonies, and comparative studies across districts, using The Golden Package, and websites, such as Good City Schools and the Michigan Department of Education.

The staff of Blackwell Institute understands that the key to academic success is the constant review of data. An item analysis of standardized tests, coupled with pre and post testing of each subject, will reflect the skills in which the students need to improve. The staff will use a variety of strategies, such as graphic organizers; pre, during, and post reading strategies, quick turnaround strategies, etc. to facilitate student learning. Continual formative types of assessment will be given to monitor student mastery of skills. Individualized

Development Plans (IDP) will be developed as a prescriptive method to meet the academic needs of each student. Student portfolios will provide the comprehensive record of student work at each grade level. These portfolios will be used by the teachers and students to monitor their own progress.

Carefully developed lesson plans, the strategic use of textbooks and other resources, and assessments aligned with desired outcomes will promote the learning process. Lesson plans will be collected and reviewed biweekly by administrative staff. Administrators will look for the goals, objectives, formative assessments and evaluations of lessons to be relevant, complementary, and aligned. Common Core State Standards will be listed and followed.

The data results of both formal and informal assessments will be recorded and reported in the form of progress reports, report cards, and student portfolios. Further discussion of the data takes place in School Improvement Team Meetings, staff meetings and with parents in conferences. The School Improvement Facilitator and Intervention Specialist for Priority Schools will aid the staff in reviewing and analyzing the data.

Students who show proficient and advance skill levels, as well as those showing improvement will be recognized in ceremonies provided by the school, such as MEAP Masters, National Junior Society, Principal's club and Assistant Principal's Club and BETA Membership.

Behavioral data will be gathered from attendance, disciplinary action reports, and suspension reports. Attendance reports will show whether students were present during class time in order to learn needed skills. The assistance of the attendance officer will be requested if students are missing an inordinate amount of school. The severity of offenses will also come into play when we determine the best method of intervention in the form of the school psychologist, counselor, social worker, or a special student service team.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

The districts' reduction of teacher preparation periods will allow for an additional 135 minutes of instruction each week for all students. Also, the 2013-2014 school year will be extended by four weeks. These actions will allow the teacher to spend more time engaging students in all academic areas. The goal will be to have a minimum of 90 minutes each for language arts and math daily. MEAP scores will also be reviewed to determine if science or social studies need to have a block of time. In addition, the middle school schedule will be blocked, allowing for deeper engagement in learning with no time constraints.

Blackwell will maximize instructional time by planning in advance for trips, assemblies, meetings, dances, etc., as well as having organized morning and afternoon announcements. A weekly calendar will be developed by the Principal and office personnel and be given to the teachers on Friday. This calendar will include all events, no matter how small, for the upcoming week. The calendar and scheduled announcements will cut down on disruptions during class time allowing both the teacher and students to stay focused on learning. Furthermore, every effort will be made to plan events with instruction in mind; non-educational activities should not be planned during prime instruction time.

MEAP University will be offered on Saturdays from the time school starts in September until MEAP has been completed. This will offer enrichment and review for students in Math, Language Arts, Science, and Social Studies. Also, after school tutoring will be offered a minimum of 2 days per week for 2 hours each day. Previous MEAP data, DIBELS, and MAP test results will be used to determine recommendations for these programs.

The school will send a survey to parents, students, and staff to determine what types of enrichment they would like to see at Blackwell during the second semester of the 2012-2013 school year. Local businesses/agencies will also be sent surveys to establish if they could/would provide enrichment for our students and if so, what types. Returned surveys will be compiled to develop outside enrichment activities at least twice per card marking beginning in the fall of 2013. Parents, staff, and students will rate each program to decide if it helps create enthusiasm for learning and supports our goals of increased literacy and numeracy. Programs that don't won't be considered in the future; activities that promote literacy and numeracy will take precedence over others. Some examples of outside enrichment we may explore are the Cranbrook Institute Bat Program, Belle Isle Conservatory, Omni Arts, fitness programs, etc.

In addition to outside enrichment, Blackwell will have "Enrichment Fridays". For one hour each Friday every teacher will hold an "elective" that relates to literacy or numeracy. Some examples would be academic games (which will also be offered as an after school enrichment), creative writing, and cooking (dealing with fractions and measurements). The students will be able sign up for the "elective" of their choice and change, if they wish, at the semester. These enrichments would provide allowances for the students to be involved in real world situations of numeracy and literacy.

Enrichment will also be a regular part of each classroom. Teachers will have at least two learning centers in their classrooms- one literacy based and one math. Teachers may also decide to have special projects, use literature circles, etc. During the second semester of the 2012-2013 school year, we will investigate enrichment opportunities for those students who have met grade level expectations or want to enhance their learning in new ways.

Blackwell will increase collaboration time for teachers by designating two Wednesday staff meeting per month for teachers to meet in grade level teams, and by opening the school at least one Saturday per month to allow teachers time to meet or just work in their classrooms. Further, one staff meeting per month will be designated for curriculum meetings. During any of these collaborative sessions, teachers can examine student work, examine student writing, review testing data to identify areas that need improving, and collaborate on projects or lesson planning. Teachers who are strong in certain areas could help others who may need assistance. Sharing of instructional practices and decisions on school policy will continue to take place during regular staff meetings. Teams of teachers may also have added collaboration time during the outside enrichment activities. Each program will relieve some staff, according to grade level or content, and allow them an opportunity to meet and discuss students, student work, data, curriculum, etc.

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

Looking at the 2011-2012-parent survey it became evident that parents want improvement in two areas- more communication with teachers and access to student records. This data was used as the basis for decisions made about parent involvement from here forward.

Blackwell Institute will have many positive experiences to bring parents into the school such as math family night, literacy night, grandparent's day, and the annual volunteer banquet. In addition, the teachers will make a minimum of two positive phone calls home per week. These will be documented on a communication log that the teachers will turn in monthly.

Looking at the 2011-2012-parent survey it became evident that parents want improvement in two areas- more communication with teachers and access to student records. This data was used as the basis for decisions made about parent involvement from here forward.

The school will continue to support families in the efforts to help their children succeed. School information will be sent home via flyers, e-mail, and school messenger. Blackwell will also have parent meetings held in house at least once per quarter relative to monitoring student learning- examples are how to help with homework, how to set up a study area, and how to access Zangle, the online grade book to check the progress of their children.

Blackwell will provide committed parents and community members' opportunities to be involved in literacy and numeracy activities. A teacher liaison will be appointed to the "Blackwell School and Community Organization" (BSCO) to enhance partnerships between the parents, community, and teaching staff. Within the first two weeks of school the organization will collectively put together a list of activities, or events, in which members of these partnerships can assist the school in increasing the literacy and numeracy of our students. The activities will include, but are not limited to, reading to the class, assisting small groups in writer's workshop, assisting small groups with math, career day, multicultural week, health fair, science fair, and spelling bee. During school open house, parents and community members will be asked to commit to volunteering for at least one activity from the list.

The school will continue partnerships with businesses like PNC, which sponsors two of our pre-K classes in the "Grow Up Great" program. Although the program focuses on art and science, it also provides the classes with a guest reader each month and opportunities to see plays based on books several times throughout the year. The school will use this model to find another (or a few) local business/agency to adopt our school. The focus of the partnerships will be on numeracy and literacy-including writing.

Building these relationships with parents and the community will provide for a more nurturing and encouraging school climate. Evidence of engagement with the parents and community will be an increase in parent volunteers and parent attendance at conferences, and ultimately,

an increase in students' grades and test results.

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.

Operational flexibility will take place in many forms at Blackwell. The school will continue to use block scheduling for math and literacy at all grade levels. The resource teachers will provide support to students in those classes rather than having a pullout program. Extended day will be budgeted for the entire school year and enrollment will be based on current test data (MEAP, MAP, DIBELS, etc). The ELA, Math, Science and Social Studies Instructional Specialists will continue to be utilized to work with teachers in creating and implementing quality lessons as well as demonstrating how to teach them if necessary. In addition, preliminary test scores will be used to identify students who could benefit from small group or individualized services from all school support staff.

A committee will be formed to establish a rewards program for students on the honor roll. The idea is to motivate others to raise their achievement, as well as help to maintain current status/membership on the honor roll.

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:

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.

At the school level, Blackwell has identified support services such as a School Improvement Facilitator through Wayne RESA, and Intervention Specialist through Michigan State University. In addition, Blackwell has utilized support services through Wayne RESA to

provide support in our specific core areas of literacy and numeracy, as well as the Common Core State Standards. We will also use the support services through Renaissance Learning to support our Accelerated Reader and Accelerated Math programs.

Blackwell has developed a plan that will take advantage of external technical assistance in a manner that can be effectively utilized through our school policies and instructional practices. For example, several of our staff meetings will be reserved for professional development. In addition, our content area Instructional Specialists will provide assistance and instructional support to teachers and students to increase academic achievement.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	End of Year Teacher Eval Form-20.pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	PD Calendar 2013-2014.docx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	SCHOOLCALENDAR.doc
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Blackwell Institute Enrichment Activities.docx
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Blackwell provides time for teachers to professionally interact with one another through grade level team meetings, sharing best teaching practices, development of professional learning communities, observing each other teach lessons, and by providing suggestions and feedback for improvement.
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.	No	Current language is not available at this time. This will be addressed by the District.



End of Year Teacher Evaluation Form

201__ - 201__ School Year

Teacher: _____ Subject: _____ Grade: _____

School: _____ File #: _____

Evaluator's Name: _____ Evaluator's Title: _____

Evaluation Date: _____ Probationary Teacher Tenured Teacher

If any 2 or more subcategories within an element are rated **Ineffective**, the element summary rating must be **Ineffective**.
 In order to receive a **Highly Effective** rating, all subcategories within an element must be rated **Highly Effective**.

Ineffective	Minimally Effective	Effective	Highly Effective
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Core Element III: Classroom Management

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

Comments:

Recommended Action for Improvement:

Resources Needed to Complete these Actions:

Evidence or documentation to support rating:

- ___ Observations
- ___ Student Profiles
- ___ Documentation of Referral Data
- ___ Use of IEPs
- ___ Student Surveys
- ___ Communications with Parents and Students
- ___ Professional Development
- ___



End of Year Teacher Evaluation Form

201__ - 201__ School Year

Teacher: _____ Subject: _____ Grade: _____

School: _____ File #: _____

Evaluator's Name: _____ Evaluator's Title: _____

Evaluation Date: _____ Probationary Teacher Tenured Teacher

If any 2 or more subcategories within an element are rated **Ineffective**, the element summary rating must be **Ineffective**.
 In order to receive a **Highly Effective** rating, all subcategories within an element must be rated **Highly Effective**.

Ineffective	Minimally Effective	Effective	Highly Effective
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Core Element IV: Relevant Special Training

IV.A. Professional Learning and Growth

IV.B. Reflecting on Teaching Practice

Element IV Summary Score

Comments:

Evidence or documentation to support rating:

- ___ PLP
- ___ SB-CEU Transcript
- ___ College Transcript
- ___ Course Completion Certificate
- ___ PD360 Portfolio
- ___ Reflection Journal
- ___ Professional Development
- ___

Recommended Action for Improvement:

Resources Needed to Complete these Actions:

Catherine C. Blackwell Institute
School Calendar of Professional Development
2013-2014

September 3, 2013 Labor Day
September 4, 2013 MEAP Analysis-ELA
September 5, 2013 MEAP Data Analysis- Math
September 6, 2013 MEAP Analysis – Social Studies
September 9, 2013 MEAP Analysis- Science
September 10, 2013 MEAP Analysis- Writing
September 11, 2013 Professional Development – PLP Teachers
September 13, 2013 Diagnostic Test –ELA
September 14, 2013 Learning Cycles Planning
September 25, 2013 Open House
September 26, 2013 Diagnostic Testing- Science
September 28, 2013 Individual Development Planning, K-8
October 4, 2013 Systems Check
October 11, 2013 Professional Development -Learning Cycles
October 18 2013 Grade Level Teams- Studying Student Work
October 25, 2013 Professional Development – Graphic Organizers
November 8, 2013 Systems Check
November 13, 2013- MAP Testing, Grades 2-8
November 15, 2013 – Staff Meeting- Core Content Teams
November 17, 2013 – Professional Development – Accelerated Math
November 29, 2013 – Professional Development Grade Level Teams- Review, Design, Plan
December 4, 2013 – Peer Walk Through
December 6, 2013 – Staff Meeting -Systems Check
December 12, 2013- Professional Development: POPS, Roll Out, Common Core Teams
December 14, 2013 Science Strategies
December 18, 2013- Studying Student Work
January 10, 2014- Staff Meeting Systems Check
January 17, 2014 – Quick Writes- Professional Development-ELA, Math
January 24, 2014- Social Studies Reading Strategies
January 30, 2014- Professional Development- Peer Walk Through
February 5, 2014- MAP Testing
February 7, 2014- Best Math Practices, Websites
February 14, 2014- Reading Strategies
February 28, 2014- SSR/DEAR, Grade Level Meeting
March 7, 2014 – Systems Check- Common Core
March 14, 2014 – Science Reading Strategies
March 21, 2014 – Professional Development -Graphic Organizer
March 28, 2014 – Formative Assessment
April 11, 2014 – Systems Check- Studying Student Work
April 18, 2014- Grade Level Meetings- Review IDP’s For Students

April 25, 2014- Writing Best Practices
May 2, 2014 – Staff Meeting- Peer Walk Through
May 9, 2014 - Science Manipulatives
May 16, 2014 – Study Student Work
May 30, 2014- Writing Portfolios

Catherine C. Blackwell Institute

Welcome!

Important Calendar Dates for 2012/2013 School Year

August

- 27 Professional Development Day
- 28 Professional Development Day
- 29 Professional Development Day

September

- 4 First Day of School
- 7 New Parent Orientation
- 10 STAR Testing (Reading/Math) K-12th – (10th thru 21st)
- 11 BSCO Meeting @ 9:00a.m.
- 14 African American Child Symposium (weekend)
- 17 Constitution Day
- 17 DIBELS Benchmark Testing (Dates 17th – 28th)
- 24 Scholastic Book Fair (24th thru 28th)
- 25 Election of BSCO Chairman @ 9:00a.m.

October

- 1 Frankenmuth Candy Sale Begins (1st thru 15th)
- 1 MI-Access Testing – Grades 3rd – 8th
- 3 Fall Membership Count Day/Open House – 9:00a.m. until 3:40p.m.
- 3 Title-One Parent Meeting @ 9 and 2
- 3 Pancake Breakfast
- 9 BSCO Meeting @ 9:00a.m.
- 9 MEAP Testing Begins – Grades 3rd – 8th (Schedule Dates 9th – 26th)

November

- 5 Measures of Academic Progress (MAP) Testing – Grades 2nd – 8th (Dates 5th – 30th)
- 6 Professional Development Day – **NO SCHOOL FOR STUDENTS**
- 9 **REPORT CARD DAY**
- 12 ½ Day of School **Veteran's Day**
- 13 BSCO Meeting @ 9:00a.m.
- 17 **Cass/King/Renaissance Application Due - 8th Graders**
- 22-23 **Thanksgiving Day Break – NO SCHOOL**

December

- 7 All Day PARENT/TEACHER CONFERENCE 9:00 TO 3:40
- 11 BSCO Meeting @ 9:00a.m.
- 24 **Christmas Break Begins (Dec 21st thru Jan 7th)**

Important Calendar Dates for 2012/2013 School Year

January

- 7 **SCHOOL REOPENS FROM CHRISTMAS BREAK**
- 14 DIBELS Benchmark Testing (Dates: Jan 14th – Feb 8th)
- 15 BSCO Meeting @ 9:00a.m.
- 16 **Cass/King/ Renaissance Testing – 8th Graders**
- 21 **Martin Luther King Jr. Day – NO SCHOOL**
- 25 ½ DAY OF SCHOOL PARENT/TEACHER CONFERENCE –
- 25 **REPORT CARD DAY**

February

- 4 Measures of Academic Progress (MAP) Testing – Grades 2nd – 8th (Dates: 4th – 22nd)
- 12 BSCO Meeting @ 9:00a.m.
- 13 Winter Membership Count Day
- 18 Winter Break Begins (Dates: 18th -22nd)
- 25 **SCHOOL REOPENS FROM WINTER BREAK**

March

- 12 BSCO Meeting @ 9:00a.m.
- 19 Professional Development Day – **NO SCHOOL FOR STUDENTS**
- 20 Professional Development Day – **NO SCHOOL FOR STUDENTS**
- 29 SPRING BREAK BEGINS – (Dates: Mar 29th – Apr 8th)

April

- 8 **SCHOOL REOPENS FROM SPRING BREAK**
- 8 METS Testing – 8th Grade Students (Dates: 8th – 19th)
- 12 ½ DAY OF SCHOOL PARENT/TEACHER CONFERENCE –
- 16 BSCO Meeting @ 9:00a.m.
- 22 STAR Testing (Reading/Math) K-12th – (Apr 22nd thru May 3rd)

May

- 6 DIBELS Benchmark Testing (Dates: May 6th – Jun 3rd)
- 6 Measures of Academic Progress (MAP) Testing – Grades 2nd – 8th (Dates: May 6th – Jun 7)
- 14 BSCO Meeting @ 9:00a.m.
- 27 **MEMORIAL DAY HOLIDAY – NO SCHOOL**

June

- 13 **REPORT CARD DAY**

Blackwell Institute Enrichment Activities

- Academic Games
- After School Tutoring Program
- Band and Orchestra
- Blackwell Puppetry
- Boisterous Book Club
- Cheerleading
- Chess Club
- Debate Team
- Gospel Choir
- DAPCEP
- Girls and Boys Basketball
- InsideOut Literacy Project
- Manhood Program
- National Junior Honors Society
- Nutritional Cooking Club
- Poetry Club
- Project S.A.V.E.
- Project Seed
- Sisters Inspiring Sisters
- Student Council