



Reform Redesign Report

Gompers Elementary-Middle School

Detroit City School District

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DETROIT, MI 48223-3320

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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?

The new Gompers Elementary Middle School opened in the Brightmoor neighborhood in 2011 on the site of the former Harding Elementary School on the city's west side. The 111,882-square-foot school consolidated and replaced three older buildings: Harding, Vetal and Gompers elementary schools. The two-story facility combines preschool students through grade 8 under one roof. A gymnasium, central administration suite, and multi-purpose room separate the PreK-5 and middle school wings. Brightmoor is an economically disadvantaged community in Detroit with many abandoned homes that are waiting to be demolished. Gompers is a beacon amid urban blight. Despite its location, students come here from all over Detroit and its suburbs because of the excellent reputation it earned over many years. Prior to the merger, Gompers had been a high performing school that always met AYP with an enrollment of 298 students. However, our enrollment surged to 966 students in 2011. The merger and the great influx of students left us with many challenges that included over-sized classrooms, an inadequate number of staff, and a revolving door of substitute teachers. Gompers reputation was further compromised by the merger of two schools that were chronically low achieving schools and who never made AYP. There was little preparation time to acclimate and indoctrinate the new students into the Gompers standards before MEAP testing. We have now settled into the new Gompers Elementary Middle school with 873 students for the 2012-2013 school year. 97% of our students are African American, 2% Hispanic and 1% Caucasian. Our gender distribution is about 50% male and 50% female. 100% of our students participate in the free or reduced lunch program. We house 135 Special Education students that include Specific Learning Disabilities, Emotional Impairment, Early Childhood Delayed Development, and Pre-school Autistic students. 50% of the staff has been replaced and we feel confident that the change is for the benefit of the students. All of our current staff is highly qualified. Our collaboration with many community partners, our parents and our strong leadership has helped us to reestablish the qualities that made Gompers a successful school.

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.

Purpose: By putting children first, Gompers Elementary Middle School has created a safe haven where every child is given the opportunity to explore and develop his or her maximum potential.

Vision Statement

Samuel Gompers Elementary School's vision is to maintain a learning environment that fosters a sense of community, fairness and nurturing. This environment consistently promotes active learning, values diverse perspectives, and exposes students to a variety of challenges. It prepares them to be responsible for their own actions, while helping them develop a sense of responsibility and belonging in a global world.

Mission

Samuel Gompers Elementary School serves the city of Detroit. Home-School-Community collaboration ensures that our students have the skills to become contributing members of a global society. Our school will successfully educate all students in a clean, safe, and healthy environment. We will meet the needs of the whole child through the six developmental pathways: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho-emotional.

Beliefs Statement

We believe that every student can learn and experience success to the maximum of their potential. The needs of the whole child must be met if we are to successfully educate and make them contributing members of a global society. Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate. High expectations and challenging objectives will produce responsible, self-motivated students that become successful, self-directed learners. All students have the right to an education in a clean and safe environment. Every individual is treated with fairness and respect. The education of our children is the shared responsibility and the efforts of our staff, parents, community and business partners. We are all accountable to enrich the quality of the educational process, the learning environment, and the honoring of society's common goals. All decisions are made through collaboration, consensus and no-fault finding. Decisions are made in the best interest of children.

Program Offerings and Expectations

Gompers Elementary Middle School staff, parents and community believe that all children can learn. In our collaborative effort we will not compromise our high expectations for our youth. Core academics are our main focus, but we also offer music, art, creative writing, and physical education. We incorporate technology into our classes. We also incorporate an Individualized Learning Plan for each student into our busy day so that each child will learn at their own instructional level. We offer project based learning which includes a school newspaper, drama club, and choir. Our Instructional specialists assist teachers and lead professional development. Educational technicians and Title I teachers assist those students who need extra help. Our students participate in programs throughout the school year, which include Martin Luther King Day, an African awareness street fair, a Holiday program and Grandparents Day. They are taught responsibility through programs which include the Safety Patrol and Gentlemen of Promise. Our extended day includes, 21st century learning which offers digital story-telling, drill team, karate, African dance, and cooking, as well as academic enrichment. We also offer an extended day tutorial program for those students struggling with Math or Reading. In addition, we have an after school violin class for students, basketball, cheerleading, track and Robotics. Enrichment classes throughout the day include Battle of the Books, Story Readers, Chess, a Safety Patrol, and a school newspaper written by the students. The staff at Gompers believes in taking our students out into the real world with a variety of experiences.

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These are trips that some students may otherwise, never have the opportunity to attend. They include visits to farms, Natural history museums, Science museums, the theater, a river-boat trip, a trip to Lansing to visit the State Capital and Michigan State University, an engineering and math expo, fishing at a trout farm where students also learn about the life cycle of fish, a trip to the Detroit Zoo and Greenfield Village. At other times, we bring the world into Gompers through such programs as Exotic Animals, Generation with Promise and World in Motion. Our students had the opportunity to vote for President in real voting booths. Our students also give back to the community through such programs as Gleaners, raising donations for American Cancer Society and being involved in a whole school project to benefit our American Veterans. Because we educate the whole child, we have a speech teacher, social worker, psychologist, 2 counselors, resource teachers and a nurse at Gompers. We work closely with our parents and the Local School Community Organization who sponsor fun nights for parents and children, educational opportunities for parents and special in-school programs such as Reading Dads. Gompers is a rich academic and enrichment facility that encompasses the whole child, believes that all children can learn, and always makes decisions that are in the best interest of children.

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.

Gompers Elementary Middle School's notable achievements include transforming a small elementary school into a well-functioning, large elementary middle school. We have also maintained AYP status from its inception.

Our staff and student body is engaged in service projects for the community. We raised over \$1,000.00 for the American Cancer society and the entire student body decorated 600 pillow cases for our American Veterans. Representatives of the student body spent a day visiting with our Veterans and distributing the pillow cases. In addition, our 7th and 8th graders distributed food to the poor through Gleaners. We have provided programs where our students became aware of healthy eating habits, and the importance of exercise. We providing counseling, speech, testing, social work, dentistry, vision and hearing screening. An important part of our curriculum is to incorporate real world experiences through a variety of off-cite curriculum based trips; e.g. A trip to our state capital and watching Congress in action, a Detroit River Boat Trip where students can see historic settings as well the geography and cultural beauty of our city. Our programs incorporate the Comer philosophy that we teach the whole child: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho emotional.

Our areas for improvement include improving MEAP scores by at least 10% each year. We need to improve in all academic areas across all grade levels. This will be monitored through careful analysis of all data: MEAP, Measures of Academic Performance (MAP), Dynamic Indicators of Basic Literacy Skills (DIBELS), Test and Reading Comprehension (TRC), STAR Reading and STAR Math, Accelerated Reading and Accelerated Math. Staff needs to improve their expertise at analyzing data and using that data to drive instruction. We also need to increase the use of technology within the classroom and provide professional development for all staff in the area of technology. We also need to continue our efforts to provide counseling to students, especially in the middle school sector of our school. We need to provide incentives to decrease the number of tardy 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.

Gompers has a parent workroom where meetings and parent workshops are held monthly. This is also where parents can come to use computers or have focus groups. We have a working library where a dedicated staff and volunteers worked countless hours to catalog books. All books are labeled with the reading level so that students are able to check out books at their independent reading level. This part of our Accelerated Reader program. We have 3 Computer labs, a mobile lab plus 2 stationary labs. We use the labs for differentiating instruction and for project based learning. We have many community partnerships which include the Mark Malin Foundation, Brightmoor Community Alliance, the Skillman Foundation and GMAC.

Turnaround Redesign Diagnostic

Introduction

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

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.

Bobbie Posey-Milner, Principal, bobbie.posey@detroitk12.org
Robert Walker, Assistant Principal, robert.walker02@detroitk12.org
Sylvia Tillman, Instructional Specialist, sylvia.tillman@detroitk12.org
Adrienne Junior, Instructional Specialist, adrienne.junior@detroitk12.org
Sharon Butler, Title I Teacher, School Improvement Chair, sharon.butler02@detroitk12.org
Christian Winston, Title I Teacher, Lead Math Teacher, christian.winston@detroitk12.org
Leslie Waters, 7th grade teacher, leslie.waters@detroitk12.org
Dolly Osandusky, 3rd grade teacher, mary.osandusky@detroitk12.org
Ursula Byrd, Music Teacher, ursula.byrd@detroitk12.org
Deloris Nicholas, School Improvement Facilitator, dpnicholas01@sbcglobal.net
Cecelia Wiar, Intervention Specialist, wiarcece@msu.edu

PART B: TEACHING AND LEARNING PRIORITIES

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

Our reform plan includes collaboration through the Comer Comprehensive School Reform model (CSR), and differentiated instruction through the use of data driven instruction. Gompers history has supported the effectiveness of this model as proven by our MEAP scores prior to 2011. However, during the 2011-2012 school year, there was a disconnection with the CSR model as we became acclimated to our new larger school environment and to the addition of our middle school. Of the 48 people now on the staff, 21 are new to Gompers for the 2012-2013 school year. Among our staff members, 29 have some knowledge of the Comer Model, 10 have had some training and 8 have had significant training in the use of the model. This staff demographic data supports the need for a return to a successfully implemented Comer model.

Standard State Student achievement data shows a decrease in the 4 core subjects for all students. Also, the building data confirms a significant decrease in all students' academic performance. By implementing the CSR model, we will gradually increase student academic performance to meet the goal that 88% of our students will be proficient in core academic areas by the year 2022. The CSR model meets the needs of the whole child through the six developmental pathways: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho emotional. The Comer model allows each voice to be heard because of the process of communication, collaboration and consensus through a no-fault process. Gompers CSR model includes a Leadership Team, the School Improvement Team, a Local School Community Organization (parent group), a Resource Coordinating Team (RCT), consisting of school psychologist, speech therapist, counselors, attendance officer and school nurse, and a Youth Advisory Council (students). Statistics show that schools that implement the Comer CSR show improved achievement after 5 years of implementation. By the 7th year the results were two and half times higher and by the 8th through 14th year results were three and one third times higher than the overall CSR effect. If used effectively, the Comer model displays exponential academic growth. (Statistics cited are from research found in the Comprehensive School Reform and Student Achievement, A Meta-Analysis, by Borman, Hewes, Overman, and Brown. Report #59, Nov. 2002). Our effective use of CSR will occur through our grade level and committee meetings. Teams will be highly trained in collaboration, data analysis, achievement, and perception data to drive instructional decisions. Staff will be able to identify specific learning needs with targeted interventions aligned with curriculum and district performance benchmarks. Staff will implement targeted instructional strategies, engage in the systematic collection and analysis of data in 4 to 6 week intervals. Student academic performance will not change unless we significantly change teacher instructional practices. The Comer model is the framework to implement these rigorous instructional practices.

Data analysis has indicated that we must focus our initial reform plan in Reading and Math.

Gompers Elementary Middle School MEAP Reading scores decreased by 19% in grades 3-5 in 2011- 2012. Reading scores in grades 6- 8 for 2012 are at 24.2% proficiency. This is the first year that Gompers has had a middle school therefore; they were no scores for 2011 with which to compare. Math scores decreased by 30% proficiency in grades 3-5 in 2011-2012. Math scores in grades 6-8 for 2012 indicate that 96% of the students have not demonstrated proficiency. Our overall school percentile rank for the state is 2. Our Math 2 year average % proficient is 18.1254. The improvement (PLC) Z score is -4.5880. Our Reading 2 year average % proficient is 52.6507. The improvement (PLC) Z score is -4.5495.

Differentiated instruction is a process that positively impacts learning when teachers provide instruction to students that have different ranges of instructional levels. Differentiated instruction includes ongoing student evaluation through formative and summative assessment, MEAP data, Mi-Access, English Language Proficiency Assessment (ELPA), Measures of Academic Progress (MAP), Dynamic Indicators of Basic Literacy Skills (DIBELS), Test and Reading Comprehension data (TRC), STAR Reading and STAR Math, Accelerated Reader and Accelerated Math and grade level designed assessments. By analyzing data, teachers are able to measure and monitor student growth. For example, the skills taught should be slightly above the child's instructional level. The STAR Reading and MATH data reports the zone of

proximal development (ZPD) which is the range where learning takes place. This is supported through Tomlinson, C.A. (2000) How to differentiate instruction in mixed-ability classrooms. (2nd Ed.) Teachers will be able to meet the needs of students from where they are and develop an individualized learning plan for each student so that students will be successful at working on their instructional level. Our data driven instruction will include English Language Arts and Math. Technology will be used by teachers to provide instruction and used by students to reinforce learning and to meet their individual needs.

State what data were used to identify these ideas.

The Leadership Team, The School Improvement Team, Grade Level Teams and Committees looked at what Gompers did when we were successful. We used the Comer model of team work based on collaboration, communication and consensus. We used a team approach to analyzing data and forming specific targets or a "hit list" to drive instruction. This year, through the analysis of MEAP Scores, STAR Reading and STAR Math, Dynamic Indicators of Basic Literacy Skills (DIBELS), we determined that the majority of our students are performing below proficiency. Reading scores decreased by 19% in grades 3-5 in 2011- 2012. Reading scores in grades 6- 8 for 2012 are at 24.2% proficiency. Math scores decreased by 30% proficiency in grades 3-5 in 2011-2012. Math scores in grades 6-8 for 2012 indicate that 96% of the students have not demonstrated proficiency. Our overall school percentile rank for the state is 2. Our Math 2 year average % proficient is 18.1254. The improvement (PLC) Z score is -4.5880. Our Reading 2 year average % proficient is 52.6507. The improvement (PLC) Z score is -4.5495. In addition to this data we'll use the District Measures of Academic Progress (MAP) assessment results and teacher created formative assessments to analyze individual performance and to plan Individualized Learning Plans for each student with which we will differentiate instruction. By using the Comer Comprehensive Reform Model, it is imperative that we meet in Grade level Teams and Core Subject Teams to analyze Assessment Data and pinpoint specific grade level content expectations (GLCES) that have not been mastered. The teachers will formulate a hit list based on Data results and then use this data to drive instruction. The identified GLCES will be written into weekly lesson plans. The teachers will create formative assessments to indicate whether the GLCES on the hit list have been met. The data that we receive from STAR Reading and STAR Math allows the teachers to work with each student at the grade level identified after the STAR testing. The Accelerated Reader and Accelerated Math programs also allows the students to practice at their identified grade level which will enable them to advance to the next level. The Dynamic Indicators of Basic Literacy Skills (DIBELS) identify whether students are below, at or above grade level. Through the use of this data, teachers will be able to formulate an individualized learning plan for each student, and monitor student performance. Data walls will be created in each classroom to monitor student performance and to visually indicate to each student areas that need improvement. Teachers will also form Supplemental math and Reading Groups based on student needs.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Principal: Bobbie Posey-Milner

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

High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning.

Turnaround/Transformation school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. That being said, the District will take the following action steps to ensure each Priority Schools are assigned a high-impact turnaround/transformation leader:

The District will conduct individual principal performance reviews to:

Assess each principal's performance relative to expected outcomes

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

Determine professional growth needs and required district support

Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building

Promote personal self-reflection and continuous professional learning

Determine which principals meet the core requirements of a turnaround/transformation leader

In preparation for each performance conference, each principal will be required to prepare to discuss and bring supporting evidence in reference to the requirements listed below:

Describe the work that has been done to support improved teacher instructional practice.

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

Resume:

Bobbie Posey Milner, Principal
19900 Butternut
Southfield, MI 48076
(248) 557-9349

EDUCATIONAL TRAINING & CREDENTIALS

Aspiring Principals Academy, Detroit Public Schools, 2006

Administration Certification Classes, Eastern Michigan University, 2002

Professional License Counselor, State of Michigan, September 1993

Masters of Arts, Guidance and Counseling, Wayne State University, May 1990

Bachelor of Science, Elementary Education, Wayne State University, May 1980

ADMINISTRATIVE EXPERIENCE

July 2011 - Present Principal, Opened The New Gompers Elementary Middle

SY 2012-2013

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School, merging Gompers Elementary School, Vetal Elementary/Middle School and Harding Elementary School

Started Saturday School Partnership with Yes Foundation for Second Grade

Students.

Implemented beginning Safety Patrol Program with Partnership with AAA

July 2007 - June 2011 Principal, Gompers Elementary School

Awarded Skillman High Performing School Grant for \$100,000.00

Installation of 5 Interactive Boards in classrooms

Elementary Basketball, Cheer, and Track Teams

Increased Parental Involvement

Schoolwide Spelling and Math Bees

Theater Productions "Annie, Motown, and High School Musical)

Robotics

Shortcut to Saturday and VIP After school programs

College Bound Honors Program

Chess Club

Battle of the Books

July 2006 - June 2007 Principal, Healy International Academy

Installation of Accelerated Reading/Library Lab

Skillman Foundation Ready Schools Project

Elementary Basketball and Cheer Teams

Chess Club

Brightmoor Community Young Writers Fair Skillman Foundation Ready Schools Project

Artists In Residency Program

Schoolwide Spelling and Math Bees

March - June 2006 Acting Principal, Hancock Alternative School

August 2005 - March 2006 Acting Principal, Gompers Elementary School

Administrated \$100,000 Skillman Foundation Good Schools Grant

Installation of Computer Lab

Installation of Technology in Classrooms

Fall 2005 Assistant Principal, assigned to Deputy Chief Academic Officer, Dr. Ann Smith

Summer 2005 Assistant Principal working with DPS/PMT Project Advantage -Closing Schools

March 2005 - June 2005 Acting Principal, Bellevue Elementary School (Closing School)

2003 - 2004 Assistant Principal, assigned to Executive Director, Mr. Stanley Allen

2004 - 2005 Assistant Principal, assigned to Deputy Chief Academic Officer, Dr. Ann Smith,

2002 - 2003 Assistant Principal, Barton Elementary School

TEACHING EXPERIENCE

1991 - 2002 and Fall of 2003 Guidance Counselor, Mann Learning Community

Student Council

Parent Volunteer Program

Library On Wheels Program

Book Fairs

Career Day

Grant Writing Committee

School Improvement Team

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1988 - 1991 First Grade Teacher, Bethune Elementary
1987 - 1988 First and Second Grade Split Teacher, McFarlane Elementary
1985 - 1987 Second Grade Teacher, Bethune Elementary
1980 - 1985 Substitute Teacher, Detroit Board of Education

AFFILIATIONS AND AWARDS

Implementation of Safety Patrol at Gompers Elementary Middle School 2012 with Partnership with AAA - Channel 2 and 7, Detroit News
Sweet Dreamzzz Program PreK-5 (Each child received a sleeping bag)
Skillman Foundation High Performance School - 2008
Phi Delta Kappa
Wayne State University, College of Education Alumni
1999 - Present General Superintendent of Sunday School, Dexter Avenue Baptist Church
1984 - 2003 Director of Vacation Bible School, Dexter Avenue Baptist Church
1996 Booker T. Washington Outstanding Educator Award
1986 WDIV Outstanding Teacher Award
1988 Area B Outstanding Teacher Award
2001 Target Teacher Scholarship
1999 Target Teac

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 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. Gompers chooses to use operational flexibility with its staffing by adding additional staff to enhance student achievement, i.e. instructional specialist, and educational technologists and a Title I teacher. We will use funds for summer school and after school programs. In conjunction with the Yes Foundation, a community organization, funds are used to provide reading programs and books for children. We also purchase teacher supplies, testing supplies, and technology equipment. We use funds to provide off-site educational outings and experiences for all our students which are curriculum based. State, National and local curriculum based professional development is made possible through a flexible budget. Students may choose a class of their choice in Project Based Learning. They also have a variety of non-core classes which include Music, Art, Physical education and Creative Writing. Supplemental Reading and Math time has been included in the student schedule to further support student achievement.

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

The school will measure the effectiveness of the principal and staff by the use of Teacher, Parent, Student, Community, and other stakeholder Perception Surveys that target school goals. Also, the teacher's personal plans that target identified goals will all be included as measures of effectiveness. District required performance reviews will also be a part of this process. Team leadership, including professional

development of self and others, analytical and conceptual thinking, willingness to go beyond conventional duties are further ways the school will measure the effectiveness of the principal and staff. Observations of the classroom teachers are made by the Instructional Specialist and Administration for the purpose of enhancing instruction for the teaching and learning process, and also, mentoring and coaching teachers. The Administration initially observes the teachers, discusses instructional strategies and classroom management with the teacher and gives feedback for future evaluations. Instructional Specialists are also brought in from the district for those teachers that need additional support in core subjects. Teachers also observe other teachers that have been recommended by the Leadership Team for the purpose of enhancing instructional and classroom management strategies. Evaluations are completed by the Administration. Teachers are also encouraged to attend professional development including the use PD/360 which will be used as part of their final evaluation. They are encouraged to comment on practices that they have learned and to communicate with co-workers.

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

Gompers Elementary Middle School screened teachers through the interview process for the 2012-2013 school year. Every teacher had to be interviewed at the district level in addition to the building level. Members of the Gompers interview team included the Principal, Assistant Principal, Literacy Specialist, Union Representative, and the School Improvement Chairperson. Each member of the team scored each candidate on their responses to pertinent questions related to core subject areas, classroom management and technology integration. Candidates were scored on their responses to how they integrate differentiated instruction, creativity within the classroom, connecting lessons to the real world, and use of positive reinforcement. Candidates were also evaluated on attendance, willingness to extend their knowledge and expertise beyond the normal school day, and their involvement in professional development. Existing staff were also observed and rated on effective execution of daily lessons, and classroom management. The district used an evaluative tool which rated teachers as ineffective, minimally effective, effective and highly effective. Only teachers that were rated effective or highly effective were considered for positions at Gompers. This led to a 50% turnover in instructional staff. 23 out of 46 instructional staff was retained. During the current year, teachers will be observed by the Principal and Assistant Principal as to their instructional effectiveness and classroom management. The Administration uses PD/360 to report back to the teachers so that teachers can get immediate feedback and view instructional preferences. Teachers are expected to seek professional development; keep data on all students; use data to drive instruction; integrate technology within classroom instruction and differentiate instruction so that all students will achieve. Each screening will also include finger printing (as required by law), and a physical exam (including drug tests.)

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.

Gompers Elementary Middle School 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. DPS has 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. Turnaround Schools with support from TAD will enhance its University partnerships and expand upon its community based relationships for the purpose of sourcing highly effective teaching staff.

In addition Gompers will implement in-house strategies for promotion and career growth by providing opportunities for leadership by

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participating on the School Improvement Team. Staff members may organize and lead Professional Development for their grade level, a core subject area or for the entire staff at our weekly staff meetings. Staff members are expected to either chair or participate at grade level or committee meetings.

Instructional Specialists participate in District monthly meetings and in turn train the staff. All staff will engage in individual professional development through such avenues as PD 360.

Additionally, Gompers works in conjunction with State and Detroit area universities and is designed to attract pre-service teachers by offering support through the final phase of the traditional teacher certification process. They are led and mentored by highly effective cooperating teachers. Interns are openly welcome and immersed in the involvement of building level activities at grade level meeting and committee meetings. We have a lead teacher for each grade level who will mentor incoming teachers. New staff members are asked to sit on a committee and are included in all functions and are given the opportunity to strengthen instructional strategies through professional development, observation of lead teacher, PD/360, district, local, and state professional development opportunities.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Our on-going Professional Development plan is based on the Comer model of collaboration, communication and consensus and includes the following:

At our monthly grade level meetings teachers discuss strategies, data and best practices and the integration of technology. They write objectives and goals for the core subject areas based on an analysis of data.

At our monthly Committee meetings teachers discuss strategies, best practices, and integration of technology in each of the four core subject areas and professional development at district, state and national levels. Committees also provide turn-key professional development for the entire staff.

At monthly School Improvement Meetings we monitor and adjust the School Improvement Plan. The school improvement facilitator provides coaching and professional development and assists with writing of the school improvement plan and the development and implementation of instructional learning cycles.

ELA and Math Instructional Specialist provide professional development for all staff. They also recommend professional development opportunities that target the professional development plan and provide assistance to classroom teachers. They ensure that teachers complete required student testing and use data to drive instruction.

Lead teachers will mentor new teachers to the building and those who need additional help in implementing curriculum and best instructional practices.

The Instructional Specialists provides content area professional development for staff, mentors teachers who need additional help with integration of technology into core subjects, demonstrates use of technology within the classroom to promote student achievement.

Teachers engage in Professional Development targeting district level goals and on-line professional development through PD360. Teachers keep a log of all professional development. Teachers attend Train the Trainers professional development and train staff on the committee level, grade level or whole school. All professional development will be aligned with goals set forth through the School Improvement Plan.

Teachers that are new to Gompers will be indoctrinated into the Comer philosophy: Meeting the needs of the whole child through the six developmental pathways: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho emotional and following the process of communication, collaboration and consensus.

Through the MDE Statewide system of support our staff will engage in professional data dialogue protocol.

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

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

(2) Assistant Superintendents 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 Superintendent will be responsible for monitoring the effectiveness of the level and type of support provided by external
SY 2012-2013

support.

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 Gompers Elementary Middle School our governance team consists of the Principal as head of the entire school. The Middle School is led by Mr. Walker, the assistant Principal. He is assisted by Mr. Evans, the middle school counselor and by Ms. Tillman, Instructional Specialist. The Elementary Wing is lead by Ms. Junior, Instructional Specialist and assisted by Mrs. Williams, counselor and Mr. Winston, Instructional Specialist. The staff is aware of the people that the administration has put in place in the elementary and middle school to assist with the building turnaround process. Another driving force of the school governance process is the leadership team that consists of administration and representatives from ELA and Middle school. The purpose is to discuss the implementation of school and district mandates, academics, to keep school organized and running smoothly and to make decisions in the best interest of children. The team meets on weekly basis on Mondays at 10:00 a.m

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

Our plan includes the Comer Reform model, and differentiated instruction through the use of data driven instruction. The school will work collaboratively to review, identify and select reliable data from the assessment tools mandated by the district, specifically, MEAP, Mi-Access, English Language Proficiency Assessment (ELPA), Measures of Academic Progress (MAP), STAR Reading and STAR Math, Dynamic Indicators of Basic Literacy Skills (DIBELS), TRC, Accelerated Reader and Accelerated Math. Instruction will be aligned with the Common Core Standards and the Michigan Grade Level Curriculum Expectations. Curriculum, strategies and district pacing charts will also be aligned during grade level meetings. Teachers will meet quarterly with teachers in the grade level above and below their own grade level to align curriculum and to identify and develop instructional strategies. Instructional strategies will also include integration of technology.

Differentiated instruction is a process that is also a part of instructional plan and Big Idea. It positively impacts learning when teachers provide instruction to students that have different ranges of instructional levels. Differentiated instruction includes ongoing student evaluation through formative and summative assessment, MEAP data, Mi-Access, English Language Proficiency Assessment (ELPA), Measures of Academic Progress (MAP), Dynamic Indicators of Basic Literacy Skills (DIBELS), Test and Reading Comprehension data (TRC), STAR Reading and STAR Math, Accelerated Reader and Accelerated Math and grade level designed assessments. By analyzing data, teachers are able to measure and monitor student growth. For example, the skills taught should be slightly at and above the child's instructional level. The STAR Reading and MATH data reports the zone of proximal development (ZPD) which is the range where learning takes place. Differentiated Instruction is supported through Tomlinson, C.A. (2000) How to differentiate instruction in mixed-ability classrooms.

Differentiated instruction is a process that positively impacts learning when teachers provide instruction to students that have different ranges of instructional levels. Differentiated instruction includes ongoing student evaluation through formative and summative assessment, Gompers Elementary Middle School MEAP Reading scores decreased by 19% in grades 3-5 in 2011- 2012. Reading scores in grades 6- 8 for 2012 are at 24.2% proficiency. This is the first year that Gompers has had a middle school therefore; they were no scores for 2011 with which to compare. Math scores decreased by 30% proficiency in grades 3-5 in 2011-2012. Math scores in grades 6-8 for 2012 indicate that 96% of the students have not demonstrated proficiency. Our overall school percentile rank for the state is 2. Our Math 2 year average %

Reform Redesign Report

Gompers Elementary-Middle School

proficient is 18.1254. The improvement (PLC) Z score is -4.5880. Our Reading 2 year average % proficient is 52.6507. The improvement (PLC) Z score is -4.5495.

We align out instructional programs collectively to the Michigan Common Core Standards at our grade level meetings. Achievement expectations are discussed at each grade level. We use district pacing charts and state GLCEs, in which we use the Comer Model to guide our class meetings. The Comer reform model meets the needs of the whole child through the six developmental pathways: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho emotional. The Comer model allows each voice to be heard because of the process of communication, collaboration and consensus. Differentiated instruction includes ongoing student evaluation through formative and summative assessment, and analysis of reliable data from our assessment tools. By analyzing data, teachers are able to measure and monitor student growth. They will be able to meet the needs of each student from where they are and develop an individualized learning plan for each student. Our data driven instruction will include the four core academic areas, English Language Arts, Math, Science and Social Studies and also the integration of technology within classroom instruction.

Our Big Idea states how statistics show that schools that implement the Comer CSR Model show improved achievement after 5 years of implementation. By the 7th year the results were two and half times higher and by the 8th through 14th year results were three and one third times higher than the overall CSR effect. If used effectively, the Comer model displays exponential academic growth. (Statistics cited are from research found in the Comprehensive School Reform and Student Achievement, A Meta-Analysis, by Borman, Hewes, Overman, and Brown. Report #59, Nov. 2002).

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

An annual training schedule will be developed where there will be discussion on the Gompers Instructional Learning Model in which one of the key components is differentiating instruction. Instructional Specialists will provide professional development for teachers on how to differentiate instruction for students who are grouped according to the RIT Scale Data from the (MAP) Measures of Academic Performance Assessment. They will also show teachers how to create a formative assessment using Data Director, Accelerated Reading and Math, and Computer Performance System (Clickers/ Response Pads) so that students and teachers can receive immediate feedback after a lesson. The questions generated will be aligned with the targeted GLCES from the teacher's GLCE Hit List.

The Standardized MEAP Data is discussed and analyzed and teachers record their grade level MEAP Target GLCE Hit Lists. The reports are used for the Grade Level Teams to map out instructional strategies. The Gompers Staff will look at data all year to compare student achievement. We have created a data room where all student data will be displayed and compared. A Data wall is kept in the main hallway for the entire school which shows progression for each grade level. Grade level teams also analyze data three times a year from the Measures of Academic Progress (MAP). Teachers in grades Kindergarten through 5th grade use the Dynamic Indicators of Basic Literacy Skills (DIBELS), Test and Reading Comprehension Data (TRC), STAR Reading and STAR Math data, Accelerated Reader and Accelerated Math on a continuous basis to monitor student growth and to discern where each student needs growth. Teachers in grades K- 2 also will focus on MEAP and MAP data as they construct lessons based on targeted GLCES. Teachers will develop individual learning plans for each student based on the information gleaned from each of these reports.

We will identify where specific GAPS are occurring. We will be able to identify continuous problems in each grade level and implement preventions and interventions, which will allow us to provide lessons at each student's instructional level. Students are sure to see growth if they're working on their instructional level.

Reading: Data walls are kept in each room so that students have a visual aid to show them where their goals should be. At the elementary level teachers group students based on ability levels which are determined by student performance on DIBELS and TRC. Teachers will work

with one group while the other students have workshop time or move to different stations within the classroom. As students are retested, the results are shared with the students so that they may see their progress. Also, all students in both elementary and middle school participate in the Accelerated Reading program where they read books based on their ZPD - Zone of proximal development. They are able to read these books independently and then take a computer based test on each. The STAR Reading assessment which determines their ZPD is taken three times per year. Daily Supplemental Reading time is scheduled into the middle school schedule.

Math: Data walls are also displayed on MEAP Math results, MAP Benchmark results, and the STAR Math assessments which are given three times a year. The Accelerated Math program is incorporated into the double block of Math. (100 minutes per day). This program allows the teacher and student to set individual goals and develop Math practices based on student weaknesses. Supplemental Math periods are also scheduled daily in the middle school.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

The school week has been increased by 200 minutes. 50 minutes was added to each Friday of the school week. The teacher preparation periods were decreased by 150 minutes per week. By increasing our time on Friday we were able to add a fifty minute project based learning enrichment time for each student. Enrichment activities through Project Based Learning supports instructional learning activities in all core subjects, and connects to community partners' engagement. E.g. Student participation in Gleaners, Veterans Hospital, and the American Cancer Society. Teachers maximize their classroom time by including differentiated instruction which allows students to work at their identified instructional level. Management of time is used efficiently and effectively by engaging students in meaningful workshop activities while the teacher works with small groups or assesses students individually. Supplemental Math and Supplemental Reading time has been built into the middle school schedule which allows teachers to meet with smaller groups of students that are struggling in the core academic areas. Through Individual Learning Plans students receive individualized instruction

Teacher collaboration time has been increased. Teachers meet every Wednesday from 3 p.m. to 5 p.m. During this time we will have whole staff meetings followed by Grade level or Committee meetings. Teachers meet during lunchtime or after school in grade levels to discuss data and strategies which improve student learning.

Also, the Detroit Public School year will be extended by 4 weeks

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

Gompers provides an array of social, emotional and community services that support the students:

We have two Counselors, a Social Worker, and a psychologist who support all students. Developmental Centers Inc. is housed in our building. They are a group of social workers which help meet the needs of families. They provide outreach social and emotional support and psychological services for families, connecting them to family resources.

We work with the Attendance Officer to identify the students who are homeless through the McKinney -Vento Act to provide them with the services that they need.

We have a program called "Reading Dads" where volunteer fathers, grandfathers, uncles or other men come into the classrooms and read to the students.

Generation with Promise is another social service that works with students and teaches them about nutritional needs.

We'll have a licensed school nurse who will provide direct medical service to the students.

We partner with Churches and businesses throughout Burns/Brightmoor Community and the Detroit Metropolitan area.

Math Core Program provides Gompers with a Wayne State Volunteer who supports students with math concepts.

We offer the 21st Century After School Program which includes drill team,

GM World in Motion program teaches 5th graders engineering skills.

Our annual MEAP Reward Dance allows us to demonstrate to students how appropriate social behavior is displayed.

We have a group of Middle school students called "Gentlemen of Promise" who display proper behavior, manners and dress and serve the school in various capacities. We are working on implementing a Young Ladies of Promise program.

Our support staff, the Resource Coordinating Team (RCT) meets twice a month.

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>The District has developed new evaluation processes for teachers and school leaders that is based on the following: a set of professional standards that define effective teaching and leadership; student achievement outcomes; continuous improvement and accountability.</p> <p>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.</p> <p><u>Gompers Observation Checklist and district guidelines.doc</u></p>

Reform Redesign Report

Gompers Elementary-Middle School

<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>In addition to the attached professional development calendar, teachers, administrators, and educational specialists also attend the District and Wayne RESA workshops. Those that attend professional development share their knowledge with the staff at teacher meetings, grade level meeting or curriculum committee meetings. All staff are expected to attend professional development in the areas that they teach.</p> <p><u>GOMPERS EM 2012-2013 SCHOOL PROFESSIONAL DEVELOPMENT CALENDAR.doc</u></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>Our school week has increased by 200 hours. We extend our school day for tutoring on Mondays, Tuesdays and Thursdays from 2:40 until 5:30p.m. for students that need extra help in core subjects. This is in addition to the 21st century after school program which runs all year on Monday-Thursday from 2:40 until 6 p.m. Attached is our regular day school schedule which indicates supplemental reading and math times and Project Based Learning..Teacher collaboration schedule is included in the Teacher Collaboration section.</p> <p><u>gompers school schedule.pdf</u></p>

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Gompers 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>The attached file includes our K-8 Friday enrichment programs. In addition to these programs we also offer enrichment throughout the year: African American Street Fair (PreK-8), Martin Luther King Program (PreK-8), Service Projects (K-8), Holiday Music Programs(preK-8), a Science and Writing Fair(K-8), a Spelling Bee and Math Bee. (3-8) <u>Gompers Friday Service Learning Activities.doc</u></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>All Teachers collaborate, plan and engage in professional development at Grade level meetings which are held monthly. Many teachers use their lunch time or common prep periods to meet. The teachers also sit on Core Subject Area Committee meetings which are also held monthly. In addition, a core group of staff serve on the School Improvement Team. (School Improvement Calendar attached.) <u>SIT Calendar[1].pdf</u></p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>see attachment <u>collective bargaining.pdf</u></p>

Gompers Elementary Middle School

Observation Checklist

Teacher: _____

Observer: _____

<p>The Students Are: <u>Engaged and Successful in Learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students actively engaged in lesson <input type="checkbox"/> Actively writing <input type="checkbox"/> Hands on Activity <input type="checkbox"/> Questioning <input type="checkbox"/> Participating in Centers <input type="checkbox"/> Answering questions <input type="checkbox"/> Working Independently at desk <input type="checkbox"/> Working/Learning Stations <input type="checkbox"/> Work is Displayed 	<p>Behavior Intervention:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Used appropriate discipline techniques <input type="checkbox"/> Encouraged self-discipline <input type="checkbox"/> Re-directs & Reinforces Desired Behaviors <input type="checkbox"/> Manages Time & Materials <p>Assessments/Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dibels <input type="checkbox"/> MEAP <input type="checkbox"/> Q2,3,4 <input type="checkbox"/> Burst <input type="checkbox"/> TRC <input type="checkbox"/> Batelle <input type="checkbox"/> Renaissance Learning (Star Reading, & Math)
<p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson objectives are clearly identified/stated <input type="checkbox"/> Guided Instruction <input type="checkbox"/> Instruction aligned with objectives/Appropriate <input type="checkbox"/> Guided practice and independent exercises <input type="checkbox"/> Allows time for higher order questioning <input type="checkbox"/> Allows time for use for technology <input type="checkbox"/> Work in small groups <input type="checkbox"/> Centers are utilized/monitored <input type="checkbox"/> Migrates around the room <input type="checkbox"/> Individually assists most students <input type="checkbox"/> Clarifies instruction <input type="checkbox"/> Gives appropriate feedback <input type="checkbox"/> Provides opportunity for Re-Learn and Reevaluation <input type="checkbox"/> Word Wall displayed <input type="checkbox"/> Bell Word / Do Nows displayed <input type="checkbox"/> Concept Board displayed <p style="text-align: center;"><u>Math/Science:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Concrete (Hands-On manipulative) activities <input type="checkbox"/> Discussion <input type="checkbox"/> Check for mental picture <input type="checkbox"/> Student modeling activities <input type="checkbox"/> Students solving problems <input type="checkbox"/> Board talks, overhead talks, writing <p style="text-align: center;"><u>ELA/Social Studies:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Reading activities <input type="checkbox"/> Guided Reading <input type="checkbox"/> Questioning/Connecting to Comprehension 	<p>Atmosphere in Classroom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Room is conducive for learning <input type="checkbox"/> Friendly environment <p>Record Keeping:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Grade Book <input type="checkbox"/> Attendance Book <input type="checkbox"/> Substitute lesson Plans Available <input type="checkbox"/> Teacher Guides <input type="checkbox"/> Seating Charts <input type="checkbox"/> Student Text Books <input type="checkbox"/> Pacing Charts <input type="checkbox"/> GLCEs <p>Health & Safety:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fire Drill Procedures are clearly posted <input type="checkbox"/> Classroom rules and regulations posted <input type="checkbox"/> Room is physically safe <p>Comments:</p> <hr/> <hr/> <hr/> <hr/>

Room: _____

Grade: _____

Date: _____

Lesson was: _____

Excellent

Good

Fair

Poor

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

GOMPERS ELEMENTARY MIDDLE SCHOOL
CONFERENCE / PROFESSIONAL DEVELOPMENT CALENDAR

2012-13

DATE(S)	CONFERENCE / PROFESSIONAL DEVELOPMENT	LOCATION	ATTENDEE/PRESENTER
September, 2012	RenLearn PD - Accel. Math & Reader/Differentiating Instruction - Review	Gompers	Christian Winston , Math Specialist Adrienne Junior, Instructional Specialist
Sept.-Oct., 2012	DIBELS Next PD	Gompers	Adrienne Junior, Instructional Specialist
Sept.-Dec., 2012	Transformation University		Robert Walker, Assistant Principal
September, 2012	Common Core State Standards (CCSS) PD	Gompers	Christian Winston , Math Specialist Adrienne Junior, Instructional Specialist
October 13, 2012	Michigan Reading Assn. (MRA) Fall Conference	Dearborn, MI	Adrienne Junior, Instructional Specialist
November, 2012	National Alliance of Black School Educators (NABSE) Annual Conference	Nashville, TN	Bobbie Posey Milner, Principal
March 8-10, 2013	MRA Annual Conference	Grand Rapids, MI	Adrienne Junior, Instructional Specialist
March 16-18, 2013	ASCD Annual Conference	Chicago, IL	Robert Walker, Assistant Principal
March 20-22, 2013	Michigan Assn. for Computer Users in Learning (MACUL) Annual Conference	Detroit, MI	Sylvia Tillman, Instructional Specialist
June 28-30, 2013	ASCD Conference on Teaching Excellence	National Harbor, MD	Adrienne Junior, Sylvia Tillman, Instructional Specialist Sharon Butler, Title 1 Teacher
July, 2013	National Assn. of Elementary School Principals (NAESP) Annual Conference	Baltimore, MD	Bobbie Posey Milner, Principal

2013-14

DATE(S)	CONFERENCE / PROFESSIONAL DEVELOPMENT	LOCATION	ATTENDEE/PRESENTER
September, 2013	RenLearn PD - Accel. Math & Reader/Differentiating Instruction - Review	Gompers	Christian Winston , Math Specialist Adrienne Junior, Instructional Specialist
Sept.-Oct., 2013	DIBELS Next PD - Review	Gompers	Adrienne Junior, Instructional Specialist
Fall, 2013	National Alliance of Black School Educators (NABSE)	TBD	Bobbie Posey Milner, Principal
Fall, 2013	Michigan Reading Assn. (MRA) Fall Conference	MI	Adrienne Junior, Instructional Specialist
March 12-14, 2014	Michigan Assn. for Computer Users in Learning (MACUL)	Grand Rapids, MI	Sylvia Tillman, Instructional Specialist
March 15-17, 2014	ASCD Annual Conference	Los Angeles, CA	Robert Walker, Assistant Principal
Spring, 2014	MRA Annual Conference	Grand Rapids, MI	Adrienne Junior, Instructional Specialist
Spring, 2014	International Reading Assn. (IRA) Annual Conference	TBD	Adrienne Junior, Instructional Specialist
June 27-29, 2014	ASCD Conference on Teaching Excellence	Grapevine, TX	Adrienne Junior, Instructional Specialist Sharon Butler, Title 1 Teacher
Summer, 2014	National Assn. of Elementary School Principals (NAESP) Annual Conference	TBD	Bobbie Posey Milner, Principal
November 06, 2012	My Dream Explorer On Line Training	Northwestern High School, Detroit	Karen Williams
August 2012	NASA Robotics Training (STEM)	Barbara Byrd-Bennett Training Ctr.	Sylvia Tillman, Instructional Specialist

2014-15

DATE(S)	CONFERENCE / PROFESSIONAL DEVELOPMENT	LOCATION	ATTENDEE/PRESENTER
September, 2014	RenLearn PD - Accel. Math & Reader/Differentiating Instruction - Review	Gompers	Christian Winston , Math Specialist Adrienne Junior, Instructional Specialist
Sept.-Oct., 2014	DIBELS Next PD - Review	Gompers	Adrienne Junior, Instructional Specialist
Fall, 2014	National Alliance of Black School Educators (NABSE)	TBD	Bobbie Posey Milner, Principal
Fall, 2014	Michigan Reading Assn. (MRA) Fall Conference	MI	Adrienne Junior, Instructional Specialist
March 18-20, 2015	Michigan Assn. for Computer Users in Learning (MACUL)	Detroit, MI	Sylvia Tillman, Instructional Specialist
March 21-23, 2015	ASCD Annual Conference	Houston, TX	Robert Walker, Assistant Principal
Spring, 2015	MRA Annual Conference	Grand Rapids, MI	Adrienne Junior, Instructional Specialist
Spring, 2015	International Reading Assn. (IRA) Annual Conference	TBD	Adrienne Junior, Instructional Specialist
June 26-28, 2015	ASCD Conference on Teaching Excellence	Nashville, TN	Adrienne Junior, Instructional Specialist Sharon Butler, Title 1 Teacher
Summer, 2015	National Assn. of Elementary School Principals (NAESP) Annual Conference	TBD	Bobbie Posey Milner, Principal
Monthly	Math Instructional Specialist Meeting (Monthly)	Central Office	Christian Winston
10/1/12 – 10/5/12	Acc. Math 11:20 am - 12:00 pm	Wayne RESA	Christian Winston
10.25/12	Renaissance Learning with Common Core State Standards	Wayne RESA	Christian Winston
10/29/12	Tinkerplots and Geometers Sketch Pad – 7:30am - 2:40pm	Wayne RESA	Christian Winston
11/13/12	Survey of Enacted Curriculum	Wayne RESA	Christian Winston
2/9/12 – 2/9/13	M.C.T.M. - Math in Action -	TBD	Christian Winston

			Christian Winston
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Master Schedule by Teacher

Gompers Elem/Middle : T 135 12/13

Teacher Course	Course Title	Sec	Term	Per	Day(s)	Room	Team
Barnes, Arterra [E368051]							
0003.SPK	Homeroom SE Pre K	1	AY	E	MTWHF	A113	
Black, Tony [E351745]							
0003.G6	Homeroom Grade 6	1	AY	H	MTWHF	C215	
0310.G6	Project Based Learning - G6	1	AY	8	F		
0320.EM	Supplemental Math	2	AY	5	WHF		
2190.DG6	Math Grade 6 DP	1	AY	1	MTWHF	C215	
2190.DG6	Math Grade 6 DP	1	AY	2	MTWHF	C215	
2190.DG6	Math Grade 6 DP	2	AY	7	MTWHF	C215	
2190.DG6	Math Grade 6 DP	2	AY	8	MTWH	C215	
2190.DG7	Math Grade 7 DP	2	AY	3	MTWHF		
2190.DG7	Math Grade 7 DP	2	AY	4	MTWHF		
Bradley, Kim [E324399]							
0003.G8	Homeroom Grade 8	1	AY	H	MTWHF	C205	
0310.G8	Project Based Learning - G8	1	AY	8	F		
0320.EM	Supplemental Math	1	AY	5	MTW F		
2110.DEM	Algebra 1 DP EM	1	AY	1	MTWHF	A205	
2110.DEM	Algebra 1 DP EM	1	AY	2	MTWH	A205	
2110.DEM	Algebra 1 DP EM	2	AY	3	MTWHF	A203	
2110.DEM	Algebra 1 DP EM	2	AY	4	MTWHF	A203	
2190.DG7	Math Grade 7 DP	1	AY	7	MTWHF	C205	
2190.DG7	Math Grade 7 DP	1	AY	8	MTWH	C205	
2190.DG8	Math Grade 8 DP	1	AY	3	MTWHF		
2190.DG8	Math Grade 8 DP	1	AY	4	MTWHF		
Brangan, Beth [E339811]							
0003.G2	Homeroom Grade 2	3	AY	E	MTWHF	A223	
Butler, Yabea [E362764]							
0003.PKG	Homeroom PreK - GSRP	3	AY	E	MTWHF	A108	
Byrd, Ursula [E361235]							
0310.G4	Project Based Learning - G4	1	AY	8	F		
0321.EM	Supplemental ELA	11	AY	1	TW		
7400.EM	Music Vocal EM	18	AY	1	H		
7400.EM	Music Vocal EM	7	S1	2	H		
7400.EM	Music Vocal EM	8	AY	2	M		
7400.EM	Music Vocal EM	13	AY	2	T		
7400.EM	Music Vocal EM	16	AY	2	W		
7400.EM	Music Vocal EM	22	AY	2	F		
7400.EM	Music Vocal EM	2	S1	3	HF	C205	
7400.EM	Music Vocal EM	3	S1	3	TW	C213	
7400.EM	Music Vocal EM	9	AY	3	M		
7400.EM	Music Vocal EM	10	AY	4	M		
7400.EM	Music Vocal EM	14	AY	4	T		
7400.EM	Music Vocal EM	20	AY	4	H		
7400.EM	Music Vocal EM	23	AY	4	F		
7400.EM	Music Vocal EM	5	S1	5	MT	C215	
7400.EM	Music Vocal EM	6	S1	5	W F		
7400.EM	Music Vocal EM	19	AY	5	H		

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Teacher Course	Course Title	Sec	Term	Per	Day(s)	Room	Team
Byrd, Ursula [E361235]							
7400.EM	Music Vocal EM	17	AY	6	W		
7400.EM	Music Vocal EM	1	S1	7	TW	C204	
7400.EM	Music Vocal EM	11	AY	7	M		
7400.EM	Music Vocal EM	21	AY	7	H		
7400.EM	Music Vocal EM	24	AY	7	F		
7400.EM	Music Vocal EM	4	S1	8	WH	C207	
7400.EM	Music Vocal EM	12	AY	8	M		
7400.EM	Music Vocal EM	15	AY	8	T		
Campbell, Frencheel [E317256]							
0003.PKH	Homeroom PreK - Head Start	2	AY	E	MTWHF	A103	
Chou, Peichun [E386288]							
0003.G1	Homeroom Grade 1	2	AY	E	MTWHF	A128	
Flowers, Glynis [E337349]							
0003.G5	Homeroom Grade 5	1	AY	E	MTWHF	A231	
0310.G5	Project Based Learning - G5	2	AY	E	F		
1130.G5	English Grade 5	3	AY	E	MTWHF	A231	
1240.G5	Reading Grade 5	1	AY	E	MTWHF		
1260.G5	Handwriting Grade 5	1	AY	E	MTWH		
1270.SG5	Spelling G5 SE	1	AY	E	MTWHF	A231	
1500.G5	Social Studies Grade 5	3	AY	E	MTWHF		
2190.SG5	Math G5 SE	1	AY	E	MTWHF		
3200.G5	Science Grade 5	4	AY	E	MTWHF		
8441.EM	Homework EM	8	AY	E	MTWHF		
Flowers, Kaletah [E386597]							
0003.G2	Homeroom Grade 2	2	AY	E	MTWHF	A126	
Gozzard, Gretchen [E369031]							
0003.G1	Homeroom Grade 1	1	AY	E	M		
			AY	E	TW	A115	
			AY	E	HF		
Graham, Cynthia [E307726]							
0003.SPK	Homeroom SE Pre K	2	AY	E	MTWHF	A121	
Harper, Shannon [E365985]							
0003.GK	Homeroom Grade	1	AY	E	MTWHF	A135	
Harvey, Karen [E324134]							
0003.G2	Homeroom Grade 2	1	AY	E	MTWHF	A127	
Harvin, Helen [E338888]							
0003.G1	Homeroom Grade 1	4	AY	E	MTWHF	A120	
Haynes-Ross, Gwendolyn [E334668]							
0003.G4	Homeroom Grade 4	1	AY	E	MTWHF	A216	
0310.G4	Project Based Learning - G4	2	AY	E	F		
1130.G4	English Grade 4	1	AY	E	MTWHF		
1240.G4	Reading Grade 4	1	AY	E	MTWHF		
1260.G4	Handwriting Grade 4	1	AY	E	MTWH		
1270.G4	Spelling Grade 4	1	AY	E	MTWHF		

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Teacher Course	Course Title	Sec	Term	Per	Day(s)	Room	Team
Haynes-Ross, Gwendolyn [E334668]							
1500.G4	Social Studies Grade 4	1	AY	E	MTWHF		
1500.G4	Social Studies Grade 4	2	AY	E	MTWHF		
3200.G4	Science Grade 4	1	AY	E	MTWHF		
3200.G4	Science Grade 4	2	AY	E	MTWHF		
8441.EM	Homework EM	6	AY	E	MTWHF		
Holzworth, Melissa [E324978]							
0310.G5	Project Based Learning - G5	1	AY	8	F		
1304.YEM	Art Y EM	8	AY	1	F		
1304.YEM	Art Y EM	24	AY	1	WH		
1304.YEM	Art Y EM	2	AY	2	M		
1304.YEM	Art Y EM	4	AY	2	T		
1304.YEM	Art Y EM	9	AY	2	W		
1304.YEM	Art Y EM	15	AY	2	H		
1304.YEM	Art Y EM	19	AY	2	F		
1304.YEM	Art Y EM	3	AY	3	M		
1304.YEM	Art Y EM	7	AY	3	T		
1304.YEM	Art Y EM	11	AY	3	W		
1304.YEM	Art Y EM	13	AY	3	H		
1304.YEM	Art Y EM	20	AY	3	F		
1304.YEM	Art Y EM	1	S1	4	T		
1304.YEM	Art Y EM	4	AY	4	M		
1304.YEM	Art Y EM	12	AY	4	W		
1304.YEM	Art Y EM	16	AY	4	H		
1304.YEM	Art Y EM	21	AY	4	F		
1304.YEM	Art Y EM	5	AY	5	M		
1304.YEM	Art Y EM	8	AY	6	T		
1304.YEM	Art Y EM	13	AY	6	W		
1304.YEM	Art Y EM	17	AY	6	H		
1304.YEM	Art Y EM	22	AY	6	F		
1304.YEM	Art Y EM	3	AY	7	T		
1304.YEM	Art Y EM	6	AY	7	M		
1304.YEM	Art Y EM	14	AY	7	WH		
1304.YEM	Art Y EM	23	AY	7	F		
1304.YEM	Art Y EM	10	AY	8	TW		
1304.YEM	Art Y EM	18	S1	8	M H	A216	
Jackson, Mary [E333998]							
0003.G4	Homeroom Grade 4	3	AY	E	MTWHF	A215	
0310.G4	Project Based Learning - G4	3	AY	E	F		
1130.G4	English Grade 4	2	AY	E	MTWHF		
1240.G4	Reading Grade 4	2	AY	E	MTWHF		
1260.G4	Handwriting Grade 4	2	AY	E	MTWH		
1270.G4	Spelling Grade 4	2	AY	E	MTWHF		
2190.G4	Math Grade 4	1	AY	E	MTWHF		
2190.G4	Math Grade 4	2	AY	E	MTWHF		
8441.EM	Homework EM	5	AY	E	MTWHF		

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Teacher Course	Course Title	Sec	Term	Per	Day(s)	Room	Team
Kolomjec, Deana [E357081]							
0003.G3	Homeroom Grade 3	4	AY	E	MTWHF	A204	
0310.G3	Project Based Learning - G3	3	AY	E	F		
1130.G3	English Grade 3	1	AY	E	MTWHF		
1240.G3	Reading Grade 3	1	AY	E	MTWHF		
1260.G3	Handwriting Grade 3	2	AY	E	MTWH	A204	
1270.G3	Spelling Grade 3	3	AY	E	MTWHF		
1500.G3	Social Studies Grade 3	1	AY	E	MTWHF		
2190.G3	Math Grade 3	1	AY	E	MTWHF		
3200.G3	Science Grade 3	1	AY	E	MTWHF		
8441.EM	Homework EM	1	AY	E	MTWHF		
Mallett, James [E385719]							
0003.G6	Homeroom Grade 6	2	AY	H	MTWHF	C214	
0310.G6	Project Based Learning - G6	2	AY	8	F		
0321.EM	Supplemental ELA	6	AY	3	M F		
0321.EM	Supplemental ELA	9	AY	3	WH		
0321.EM	Supplemental ELA	7	AY	4	MTWHF		
0321.EM	Supplemental ELA	5	AY	5	W		
1130.DG6	English DP 6	2	AY	1	MTWHF	C214	
1130.DG6	English DP 6	2	AY	2	MTWHF	C214	
1130.DG6	English DP 6	1	AY	5	F	C214	
1130.DG6	English DP 6	1	AY	7	MTWHF	C214	
1130.DG6	English DP 6	1	AY	8	MTWH	C214	
1130.G6	English Grade 6	2	AY	1	MTWHF		
1130.G6	English Grade 6	1	AY	7	MTWHF		
1240.G6	Reading Grade 6	2	AY	2	MTWHF		
1240.G6	Reading Grade 6	1	AY	5	F		
1240.G6	Reading Grade 6	1	AY	8	MTWH		
1308.G6	Creative Writing Grade 6	1	AY	5	T H		
Mangiapane, Linda [E365410]							
0003.GK	Homeroom Grade	2	AY	E	MTWHF	A137	
Mayes, Dana [E373834]							
0003.G5	Homeroom Grade 5	2	AY	E	MTWHF	A232	
0310.G5	Project Based Learning - G5	4	AY	E	F		
1130.G5	English Grade 5	1	AY	E	MTWHF		
1240.G5	Reading Grade 5	2	AY	E	MTWHF		
1260.G5	Handwriting Grade 5	2	AY	E	MTWH		
1270.G5	Spelling Grade 5	1	AY	E	MTWHF		
1500.G5	Social Studies Grade 5	1	AY	E	MTWHF		
2190.G5	Math Grade 5	1	AY	E	MTWHF		
3200.G5	Science Grade 5	5	AY	E	MTWHF		
8441.EM	Homework EM	9	AY	E	MTWHF		
McKibben, Alana [E339008]							
0003.G1	Homeroom Grade 1	5	AY	E	MTWHF	A114	
McMurray, Michelle [E357789]							
0003.G8	Homeroom Grade 8	2	AY	H	MTWHF	C204	
0310.G8	Project Based Learning - G8	2	AY	8	F		

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McMurray, Michelle [E357789]							
0321.EM	Supplemental ELA	1	AY	3	M HF	C204	
0321.EM	Supplemental ELA	8	AY	7	TW		
0321.EM	Supplemental ELA	2	AY	8	MTWH		
1130.DG8	English DP 8	2	AY	1	MTWH	C204	
1130.DG8	English DP 8	2	AY	2	MTWHF	C204	
1130.DG8	English DP 8	1	AY	3	TW	C204	
1130.DG8	English DP 8	1	AY	4	MTWHF	C204	
1130.DG8	English DP 8	1	AY	5	M HF	C204	
1130.DG8	English DP 8	2	AY	7	F	C204	
1130.G8	English Grade 8	2	AY	1	MTWH		
1130.G8	English Grade 8	1	AY	4	MTWHF		
1130.G8	English Grade 8	2	AY	7	F		
1240.G8	Reading Grade 8	2	AY	2	MTWHF		
1240.G8	Reading Grade 8	1	AY	3	TW		
1240.G8	Reading Grade 8	1	AY	5	M HF		
1308.G8	Creative Writing Grade 8	1	AY	5	TW		
1308.G8	Creative Writing Grade 8	2	AY	7	H		
Mitchell, Yulonda [E346170]							
0003.SE	Homeroom SE	3	AY	H	MTWHF	A222	
0310.G5	Project Based Learning - G5	5	AY	H	F		
1130.SG3	English G3 SE	2	AY	H	MTWHF		
1130.SG4	English G4 SE	2	AY	H	MTWHF		
1130.SG5	English G5 SE	2	AY	H	MTWHF		
1240.SG3	Reading G3 SE	2	AY	H	MTWHF		
1240.SG4	Reading G4 SE	2	AY	H	MTWHF		
1240.SG5	Reading G5 SE	1	AY	H	MTWHF		
1260.SG3	Handwriting Grade SE 3	1	AY	H	MTWH		
1260.SG4	Handwriting Grade SE 4	2	AY	H	MTWH		
1260.SG5	Handwriting Grade SE 5	1	AY	H	MTWH		
1270.SG3	Spelling G3 SE	2	AY	H	MTWHF		
1270.SG4	Spelling G4 SE	2	AY	H	MTWHF		
1270.SG5	Spelling G5 SE	3	AY	H	MTWHF		
1500.SG3	Social Studies G3 SE	2	AY	H	MTWHF		
1500.SG4	Social Studies G4 SE	2	AY	H	MTWHF		
1500.SG5	Social Studies G5 SE	2	AY	H	MTWHF		
2190.SG3	Math G3 SE	2	AY	H	MTWHF		
2190.SG4	Math G4 SE	2	AY	H	MTWHF		
2190.SG5	Math G5 SE	3	AY	H	MTWHF		
3200.SG3	Science G3 SE	2	AY	H	MTWHF		
3200.SG4	Science G4 SE	2	AY	H	MTWHF		
3200.SG5	Science G5 SE	2	AY	H	MTWHF		
Moncrief, Tiyhoni [E385519]							
0003.G3	Homeroom Grade 3	3	S1	E	MTWHF	A209	
0310.G3	Project Based Learning - G3	1	AY	E	F		
1130.G3	English Grade 3	3	AY	E	MTWHF	A203	
1240.G3	Reading Grade 3	3	AY	E	MTWHF		
1260.G3	Handwriting Grade 3	4	AY	E	MTWH		

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Teacher Course	Course Title	Sec	Term	Per	Day(s)	Room	Team
Moncrief, Tiyhoni [E385519]							
1270.G3	Spelling Grade 3	4	AY	E	MTWHF		
1500.G3	Social Studies Grade 3	3	AY	E	MTWHF		
2190.G3	Math Grade 3	3	AY	E	MTWHF		
3200.G3	Science Grade 3	2	AY	E	MTWHF		
8441.EM	Homework EM	10	AY	E	MTWHF		
Moore, Ernestine [E363729]							
0003.SE	Homeroom SE	4	AY	E	MTWHF	C203	
1130.SG6	English G6 SE	4	AY	E	MTWHF		
1130.SG7	English G7 SE	4	AY	E	MTWHF		
1130.SG8	English G8 SE	4	AY	E	MTWHF		
1240.SG6	Reading G6 SE	1	AY	E	MTWHF		
1240.SG7	Reading G7 SE	1	AY	E	MTWHF		
1240.SG8	Reading G8 SE	1	AY	E	MTWHF		
1500.SG6	Social Studies G6 SE	4	AY	E	MTWHF		
1500.SG7	Social Studies G7 SE	4	AY	E	MTWHF		
1500.SG8	Social Studies G8 SE	4	AY	E	MTWHF		
2190.SDG6	Math Grade 6 SE DP	4	AY	E	MTWHF		
2190.SDG7	Math Grade 7 SE DP	4	AY	E	MTWHF		
2190.SDG8	Math Grade 8 SE DP	4	AY	E	MTWHF		
3200.SG6	Science G6 SE	4	AY	E	MTWHF		
3200.SG7	Science G7 SE	4	AY	E	MTWHF		
3200.SG8	Science G8 SE	4	AY	E	MTWHF		
NotStaffed, Position [notstaffed]							
0001	Lunch	6	AY	6	MTWHF		
Osandusky, Mary [E340442]							
0003.G3	Homeroom Grade 3	2	AY	E	MTWHF	A205	
0310.G3	Project Based Learning - G3	2	AY	E	F		
1130.G3	English Grade 3	2	AY	E	MTWHF		
1240.G3	Reading Grade 3	2	AY	E	MTWHF		
1260.G3	Handwriting Grade 3	3	AY	E	MTWH	A205	
1270.G3	Spelling Grade 3	1	AY	E	MTWHF		
1500.G3	Social Studies Grade 3	2	AY	E	MTWHF		
2190.G3	Math Grade 3	2	AY	E	MTWHF		
3200.G3	Science Grade 3	4	AY	E	MTWHF		
8441.EM	Homework EM	2	AY	E	MTWHF		
Padayachee, Rungasami [E383625]							
0003.SE	Homeroom SE	2	AY	E	MTWHF	C115	
1130.SG6	English G6 SE	2	AY	E	MTWHF		
1130.SG7	English G7 SE	2	AY	E	MTWHF		
1130.SG8	English G8 SE	2	AY	E	MTWHF		
1240.SG6	Reading G6 SE	2	AY	E	MTWHF		
1240.SG7	Reading G7 SE	2	AY	E	MTWHF		
1240.SG8	Reading G8 SE	2	AY	E	MTWHF		
1500.SG6	Social Studies G6 SE	2	AY	E	MTWHF		
1500.SG7	Social Studies G7 SE	2	AY	E	MTWHF		
1500.SG8	Social Studies G8 SE	2	AY	E	MTWHF		

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Teacher Course	Course Title	Sec	Term	Per	Day(s)	Room	Team
Padayachee, Rungasami [E383625]							
2190.SDG6	Math Grade 6 SE DP	2	AY	E	MTWHF		
2190.SDG7	Math Grade 7 SE DP	2	AY	E	MTWHF		
2190.SDG8	Math Grade 8 SE DP	2	AY	E	MTWHF		
3200.SG6	Science G6 SE	2	AY	E	MTWHF		
3200.SG7	Science G7 SE	2	AY	E	MTWHF		
3200.SG8	Science G8 SE	2	AY	E	MTWHF		
Peterson, La'Dawn [E353433]							
0003.G3	Homeroom Grade 3	5	AY	E	MTWHF	A203	
0310.G3	Project Based Learning - G3	4	AY	E	F		
1130.G3	English Grade 3	4	AY	E	MTWHF		
1240.G3	Reading Grade 3	4	AY	E	MTWHF		
1260.G3	Handwriting Grade 3	1	AY	E	MTWH		
1270.G3	Spelling Grade 3	2	AY	E	MTWHF		
1500.G3	Social Studies Grade 3	4	AY	E	MTWHF		
2190.G3	Math Grade 3	4	AY	E	MTWHF		
3200.G3	Science Grade 3	3	AY	E	MTWHF		
8441.EM	Homework EM	3	AY	E	MTWHF		
Shirley, Nina [E323552]							
0003.GK	Homeroom Grade	3	AY	E	MTWHF	A139	
Simons, Cheryl [E342215]							
0003.G4	Homeroom Grade 4	2	AY	E	MTWHF	A210	
0310.G4	Project Based Learning - G4	4	AY	E	F		
1130.G4	English Grade 4	3	AY	E	MTWHF		
1240.G4	Reading Grade 4	3	AY	E	MTWHF		
1260.G4	Handwriting Grade 4	3	AY	E	MTWH		
1270.G4	Spelling Grade 4	3	AY	E	MTWHF		
1500.G4	Social Studies Grade 4	3	AY	E	MTWHF		
2190.G4	Math Grade 4	3	AY	E	MTWHF		
3200.G4	Science Grade 4	3	AY	E	MTWHF		
8441.EM	Homework EM	4	AY	E	MTWHF		
Taylor, Sharon [E256962]							
0322.EM	Supplemental Science	1	AY	1	WH		
3200.G6	Science Grade 6	1	AY	3	MTWHF	C119	
3200.G6	Science Grade 6	2	AY	4	MTWHF	C119	
3200.G7	Science Grade 7	1	AY	2	MTWHF	C119	
3200.G7	Science Grade 7	2	AY	5	MTWHF	C119	
3200.G8	Science Grade 8	2	AY	1	F	C119	
3200.G8	Science Grade 8	1	AY	7	MTWHF	C119	
3200.G8	Science Grade 8	2	AY	8	MTWH	C119	
3609.EM	DAPCEP	1	AY	8	F		
Tekyi-Mensah, Joseph [E341055]							
0003.G7	Homeroom Grade 7	1	AY	H	MTWHF	C213	
0310.G7	Project Based Learning - G7	1	AY	8	F		
0323.EM	Supplemental Soc. Studies	1	AY	2	WH		
1500.G6	Social Studies Grade 6	1	AY	3	MTWHF	C213	
1500.G6	Social Studies Grade 6	2	AY	4	MTWHF		

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Teacher Course	Course Title	Sec	Term	Per	Day(s)	Room	Team
Tekyi-Mensah, Joseph [E341055]							
1500.G7	Social Studies Grade 7	1	AY	1	MTWHF	C213	
1500.G7	Social Studies Grade 7	2	AY	7	MTWHF	C213	
1500.G8	Social Studies Grade 8	1	AY	2	F	C213	
1500.G8	Social Studies Grade 8	2	AY	5	MTWHF	C213	
1500.G8	Social Studies Grade 8	1	AY	8	MTWH	C213	
Waters, Leslie [E375633]							
0003.G7	Homeroom Grade 7	2	AY	H	MTWHF	C207	
0310.G7	Project Based Learning - G7	2	AY	8	F		
0321.EM	Supplemental ELA	3	AY	3	TWH		
0321.EM	Supplemental ELA	4	AY	7	T		
0321.EM	Supplemental ELA	10	AY	7	M W		
0321.EM	Supplemental ELA	4	AY	8	M WH		
1130.DG7	English DP 7	2	AY	1	MTWHF	C207	
1130.DG7	English DP 7	2	AY	2	MTWHF	C207	
1130.DG7	English DP 7	1	AY	4	MTWHF	C207	
1130.DG7	English DP 7	1	AY	5	MTWHF	C207	
1130.G7	English Grade 7	1	AY	1	MTWHF		
1130.G7	English Grade 7	2	AY	4	MTWHF		
1240.G7	Reading Grade 7	1	AY	2	MTWHF		
1240.G7	Reading Grade 7	2	AY	5	MTWHF		
1308.G7	Creative Writing Grade 7	1	AY	3	M F		
1308.G7	Creative Writing Grade 7	2	AY	8	T		
Watson, Susan [E346892]							
0003.G5	Homeroom Grade 5	3	AY	E	MTWHF	A237	
0310.G5	Project Based Learning - G5	3	AY	E	F		
1130.G5	English Grade 5	2	AY	E	MTWHF		
1240.G5	Reading Grade 5	3	AY	E	MTWHF		
1260.G5	Handwriting Grade 5	3	AY	E	MTWH		
1270.G5	Spelling Grade 5	2	AY	E	MTWHF		
1500.G5	Social Studies Grade 5	2	AY	E	MTWHF		
2190.G5	Math Grade 5	2	AY	E	MTWHF		
3200.G5	Science Grade 5	1	AY	E	MTWHF		
8441.EM	Homework EM	7	AY	E	MTWHF		
Winston, John [E368656]							
0310.G8	Project Based Learning - G8	3	AY	8	F		
2500.G1	Phys Ed Grade 1	2	AY	1	F		
2500.G1	Phys Ed Grade 1	5	AY	1	F		
2500.G1	Phys Ed Grade 1	3	S1	2	H	A115	
2500.G1	Phys Ed Grade 1	1	AY	7	W		
2500.G2	Phys Ed Grade 2	1	AY	2	T		
2500.G2	Phys Ed Grade 2	3	S1	2	F	A126	
2500.G2	Phys Ed Grade 2	4	AY	5	T		
2500.G3	Phys Ed Grade 3	2	AY	3	W		
2500.G3	Phys Ed Grade 3	3	AY	3	F		
2500.G3	Phys Ed Grade 3	1	AY	4	T		
2500.G3	Phys Ed Grade 3	7	S1	4	H	A204	
2500.G4	Phys Ed Grade 4	6	S1	3	F	A216	

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Winston, John [E368656]								
	2500.G4	Phys Ed Grade 4	1	AY	7	T		
	2500.G4	Phys Ed Grade 4	2	AY	8	W		
	2500.G4	Phys Ed Grade 4	4	S1	8	H	A210	
	2500.G5	Phys Ed Grade 5	4	S1	2	M W	A237	
	2500.G5	Phys Ed Grade 5	5	S1	4	M W	A232	
	2500.G5	Phys Ed Grade 5	6	S1	4	F	B135	
	2500.G6	Phys Ed Grade 6	1	S1	5	M	B135	
	2500.G6	Phys Ed Grade 6	3	S1	5	W		
	2500.G6	Phys Ed Grade 6	4	AY	5	H		
	2500.G6	Phys Ed Grade 6	3	S1	8	T		
	2500.G7	Phys Ed Grade 7	1	S1	3	H	B135	
	2500.G7	Phys Ed Grade 7	3	S1	5	W	C115	
	2500.G7	Phys Ed Grade 7	2	S1	8	M	B135	
	2500.G7	Phys Ed Grade 7	3	S1	8	T	C115	
	2500.G8	Phys Ed Grade 8	1	S1	3	M	B135	
	2500.G8	Phys Ed Grade 8	3	S1	5	W		
	2500.G8	Phys Ed Grade 8	2	S1	7	M	B135	
	2500.G8	Phys Ed Grade 8	3	S1	8	T		
	2500.GK	Phys Ed Grade K	1	AY	3	T		
	2500.GK	Phys Ed Grade K	3	AY	5	F		
	2500.GK	Phys Ed Grade K	1	AY	7	F		
	2500.GK	Phys Ed Grade K	2	AY	7	H		
	2500.Y	Phys Ed Year Long	1	AY	1	WH		
Woodfolk, Kimberly [E362761]								
	0003.PKH	Homeroom PreK - Head Start	1	AY	E	MTWHF	A106	

GOMPERS ELEMENTARY MIDDLE SCHOOL

YEARLY CALENDAR OF EVENTS

2012 - 2013

SEPTEMBER

- Sept 25th - Annual Title 1/Open House Meeting 4 - 6 p.m.

OCTOBER

- Oct 3rd - COUNT DAY
- Oct 5th - MEAP Rally
- Oct 15th - Progress Reports Week
- Oct 9th - 26th - MEAP Testing
- Oct 30th - Schoolwide Apple Orchard Trip

NOVEMBER

- Nov 6th - No School For Students- Professional Development Day
- Nov 9th Report Card Day
- Nov 12th-Half Day for Students and Staff 10:45 a.m. Dismissal (Veterans Day)
- Nov 9th - Community Skating Party 7-10 p.m.
- Nov 21st - Grandparents Day
- Nov 22-23-School Closed for Thanksgiving Holiday



"NO CHILD LEFT BEHIND"



MARK YOUR CALENDARS

DECEMBER

- Dec 3rd - Progress Reports Week
- Dec 7th Parent Teacher Conferences All Day. No School for Students
- Dec 19th Christmas Program
- Dec 24- Jan 4th - Schools Closed for Christmas Vacation

JANUARY

- Jan 7th - Schools Reopens
- Jan 18th - Dr. Martin L. King Assembly 9:30 a.m.
- Jan 21st - Schools Closed for Dr. King's Birthday
- Jan 25th - Report Card Day Half Day for Students. Parent Teacher Conference 11:30 a.m. - 2:30 p.m.

FEBRUARY

- Feb 13th - Count Day #2
- Feb 18-22- School Closed for Winter Break
- Feb 28th - African American Street Fair

MARCH

- Mar 4-8 - 3rd - 8th Grade Spelling Bees
- Mar 11th Progress Reports Week
- Mar 19-20 - No School For Students - Professional Development Day
- Mar 22 - Community Skating Party 7 - 10 p.m.
- Mar 25-28 - Math Bees Grades 3 - 8
- Mar 29th - No School Good Friday

APRIL

- Apr 1th-5th - Schools Closed for Easter/Spring Break
- April 12th- Half Day for Students 10:45 a.m. dismissal / Parent Teacher Conferences and Science 11:30 am - 2:30 pm Report Card Day

MAY

- May 2 - 8th Grade Mother/Son Breakfast
- May 13th - Progress Reports Week
- May 27th - Schools Closed for Memorial Day
- May 31 - Field Day

JUNE

- June 7th - Kindergarten Honors Program
- June 10th - 8th Grade Promotion PreK School Honors
- June 11th - 5th - 7th Honor Programs
- June 12th- 1st - 4th Honor Programs
- June 13th-Last Day for Students Report Card Day

Gompers Elementary Middle School
School Improvement Team Calendar
2012-2013

All meetings are on Wednesday beginning at approximately 3:30p.m.

October 10th -Grade Level Meeting

October 17th – Committee Meeting

October 24th – School Improvement Team Meeting

November 7th - Grade Level Meeting

November 14th – Committee Meeting

December 5th – School Improvement Team Meeting

January 9th - Grade Level Meeting

January 16th – Committee Meeting

January 23rd – School Improvement Team Meeting

February 6th - Grade Level Meeting

February 13th – Committee Meeting

February 27th – School Improvement Team Meeting

March 6th - Grade Level Meeting

March 13th – Committee Meeting

March 27th – School Improvement Team Meeting

April 10th - Grade Level Meeting

April 17th – Committee Meeting

April 24th – School Improvement Team Meeting

May 1st - Grade Level Meeting

May 8th – Committee Meeting

May 15th – School Improvement Team Meeting

May 22th – Evaluations – All Committees

**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