



# **Reform Redesign Report**

**Marquette Elementary-Middle School**

**Detroit City School District**

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## **Introduction**

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

# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

Marquette Elementary Middle School is one of 98 Detroit Public Schools. At the end of the 2011-2012 school year, Marquette had 966 students enrolled. Of those students, 49% were female and 51% male, 97% African-American, 2% Hispanic, 1% White, 99% Economically Disadvantaged, and 1% Limited English Proficient. Our current enrollment is 880 students, with the expectation of a gradual increase by the end of the year. Of our current student population, 49% are female and 51% male, 99% African-American, and a total of less than 1% Hispanic, White, and Native American.

The school is located on the east side of Detroit, near the border of Harper Woods and Grosse Pointe. The city has a poverty rate of 28.3% and a median income of \$32,724. The city's unemployment rate is between 10.5% and 12.4%, compared to the national average of 9.5% to 9.9%. 81% of the city's population is African-American. Constant safety concerns plague the city, therefore causing an adverse effect on the Marquette community. The neighborhood has a highly transient population which leads to an inconsistency of student enrollment.

There are 81 staff members currently at Marquette, 46 of which are instructional staff. All instructional staff is considered highly qualified by State of Michigan certification requirements.

In the span of years from 2008-2009 until 2010-2011, the school experienced a significant decline in student attendance rates. This included a decrease of over 20% among prekindergarten through second grade students and a decline of approximately 8% among third through sixth grade students. No consistent pattern was identified for seventh and eighth grade students. Less than half of the student population walks to school. In the past three years, a high rate of staff turnover due to district reassignment and attrition has contributed to a lack of continuity in instructional planning and implementation.

## **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 Statement**

The purpose of our school is to educate our children academically while providing a safe, clean, and nurturing environment that will produce lifelong learners and competitive stakeholders in a global society.

### **Mission Statement**

Marquette Elementary Middle School pledges to develop and promote a culturally influenced, data driven, customer friendly learning environment that will instill an atmosphere of pride, drive, and focus for all stakeholders. Marquette students will be encouraged to become successful academically, socially, physically, and emotionally. A culturally influenced education will inspire students to achieve marketable skills and succeed in a global society as they acknowledge responsibility for themselves and society at large.

### **Vision Statement**

We envision Marquette School as a stimulating, culturally influenced, and technologically advanced educational institution which addresses the cognitive and affective development of students through a cultural and holistic learning environment. Students will be equipped with a historical consciousness and technology integration that promotes excellence and provides an impetus for academic success that will enable them to compete and succeed in a global society.

### **Beliefs Statement**

We believe that all children: are capable of learning; have a right to a culturally influenced education that creates a sense of pride in their history and identity; and need to be equipped with the skills and strategies to become successful and competitive stakeholders in a global society.

Our school embodies its purpose of educating children in core academic areas through the use of high quality, web-based academic programs, such as Accelerated Reader, Accelerated Math, Destination Reading, Destination Math, Learning A-Z, and new technology initiatives. To meet the needs of the whole child, art, music, and physical education instructional programs are offered. Additional support for students with disabilities is provided through Special Education and Visually Impaired classes. In order to close educational gaps, we will propel our students with individualized intervention programs, such as Reading Lab, Math Lab, tutoring/extended day programs, Volunteer Reading Corps/Business Corps, and church/civic group mentors. Social and emotional support for the students will be provided through behavior modification programs, student support services, and parent initiatives. Enrichment activities, which include Academic Games, Art Club, Choir, and others, are available outside of the school day. By identifying and coordinating available resources, we will strive to meet our students' needs and prepare them for a successful future.

## **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.**

Our school has become an invigorated learning environment and rededicated to academic excellence with the assignment of a dynamic and educationally talented new principal, Mr. Christopher Lockhart. Along with the new principal, instructional staff has been bolstered with the addition of highly qualified and experienced teachers. Areas of improvement include enrichment and supplemental activities and programs. Some of these include MOSAIC theatre drama instruction, Gifted Artist Program/Art Club, music instruction and Choir, Academic Games, Special Education, and Visually Impaired classes.

In the next three years, Marquette is striving to improve in the areas of curriculum and instruction, student achievement, school climate and culture, effective use of data, parental involvement, professional development, intervention techniques, and technology initiatives. Our first "big idea" to change teaching and learning is to implement a Collaborative Governance Model which assures all stakeholders are involved and own the process of improving essential skills that positively impact student academic performance. The second "big idea" is the improvement of teaching and learning through three pillars of instruction: the alignment of curriculum both vertically and horizontally to state standards and common core, all of which are embedded in the district approved curriculum; the delivery of instruction through best practices and evidence-based research; and regular ongoing assessments using data to drive instruction.

## **Additional Information**

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

Marquette has budgeted for additional resources known to engage students, motivate staff, and support achievement, including incentive programs, support staff, and other mechanisms.

# 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.

### Reform/Redesign Leadership Team

Name	Title/Role	Email Address
Christopher Lockhart	Principal	christopher.lockhart@detroitk12.org
Micrael Linton	Assistant Principal	micrael.linton@detroitk12.org
Celeste Taylor	Parent / LSCO President	celestetaylor46@yahoo.com
D'Anna Courtney	Teacher	danna.courtney@detroitk12.org
Antoinette Williams-Taylor	Teacher	antoinette.williams-@detroitk12.org
Ann Murphy	Teacher	ann.murphy@detroitk12.org
Kevin Siefker	Teacher	kevin.siefker@detroitk12.org

## 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.)**

Student performance data, as evidenced by the 2011-2012 MEAP, showed that 79% of Marquette students were not proficient in reading and 97.5% were not proficient in math. On the fall 2012 STAR Reading/Math benchmark assessments, 90% of students scored below the 50th percentile, with students in grades two through eight performing significantly below grade level. According to Beginning-Of-Year 2012 DIBELS data, 67% of students in grades K-5 were below the benchmark goal.

Instructional staff demographic data from the 2011-2012 school year indicates three major areas that significantly contributed to poor academic student achievement: high teacher absenteeism and turnover, inconsistent implementation of district curriculum and pacing charts, and substandard instructional delivery.

Based on data dialogues, our first "big idea" to change teaching and learning is to implement a Collaborative Governance Model which assures all stakeholders are involved and own the process of improving essential skills that positively impact student academic performance. Our current system is a twentieth century model with traditional structured classrooms and minimal shared staff leadership. In addition, staff perception data supports our need for Professional Learning Communities (PLCs). Our Collaborative Governance Model includes Response to Intervention (RtI) to address the individual needs of students and PLCs to support the needs and growth of our professional staff in a data-driven environment. This systemic approach ensures a climate and culture that demands accountability from all stakeholders for student mastery of State of Michigan Standards and Benchmarks.

The second "big idea" is the improvement of teaching and learning through three pillars of instruction: the alignment of curriculum both vertically and horizontally to state standards and common core, all of which are embedded in the district approved curriculum; the delivery of instruction through best practices and evidence-based research; and regular ongoing assessments using data to drive instruction. This will be accomplished through engagement in differentiated professional development. One focus will be to enhance skills in utilizing best practices based on individual needs of teachers. Another focus is systemic in nature and includes training in Balanced Literacy and Cognitive Demand approaches. Balanced Literacy is a teaching approach that provides equalized, well-organized instruction and practice opportunities that permit all students to make sense of reading, writing, listening, speaking, and viewing that will increase student achievement. Cognitive Demand is a teaching approach that develops mathematics competency in knowledge comprehension, application analysis, and synthesis evaluation. This emphasis on higher-order thinking will increase student achievement. These whole-staff initiatives will be integrated within the alignment of curriculum, instruction, and assessment.

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

We believe that a collaborative governance model to build and sustain capacity will provide opportunities for all stakeholders to participate in the decision making process with the ultimate goal of increasing student achievement. By adopting this model, parents, students, administration, instructional staff, non-instructional staff, and community members will all be contributors to the turnaround process. Research shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005; Redding, 2000). Results of a parent perception survey conducted in October 2012 showed the greatest number of negative responses to the survey items "our school shares responsibility for student learning with its stakeholders" and "our school provides opportunities for stakeholders to be involved in the

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school." This revealed the desire of many parents to take a more active role in the process of educating their children. Results of a teacher perception survey, also conducted in October 2012, showed that staff members wanted a greater amount of collaboration and input in the school improvement process.

According to research done by Duncan & Magnuson (2011), student success in mathematics and literacy leads to increased performance across the curriculum as well as higher graduation rates. Through analysis of our MEAP data from prior years, DIBELS, and TRC assessment results for grades Kindergarten through fifth, STAR Math and STAR Reading results for grades Kindergarten through eighth, and Child Observation Records (COR) for Prekindergarten students, Marquette students were found to be deficient in mathematics and literacy. According to Beginning-Of-Year 2012 DIBELS data, 67% of students in grades K-5 were below the benchmark goal, with 49% of students in the "far below benchmark," or red, category. Ninety-one percent of students in Kindergarten through eighth grade scored below the 50th percentile on the fall 2012 STAR Math benchmark test. Ninety percent of students scored below the 50th percentile on the fall 2012 STAR Reading benchmark assessment. The 2011 MEAP results are as follows:

### 2011 MEAP Math Data

Grade	Not Proficient	Partially Proficient	Proficient	Advanced
3	88%	9%	3%	0%
4	90	8	2	0
5	91	8	1	0
6	88	9	3	0
7	89	6	5	0
8	84	16	0	0

### 2011 MEAP Reading Data

Grade	Not Proficient	Partially Proficient	Proficient	Advanced
3	33%	47%	20%	0%
4	40	34	26	0
5	44	32	21	2
6	51	24	19	6
7	48	31	19	1
8	41	35	23	0

### 2011 MEAP Writing Data

Grade	Not Proficient	Partially Proficient	Proficient	Advanced
4	15%	82%	3%	0%
7	16	62	21	0

One significant contributing factor to poor student performance was teacher absenteeism. In the 2011-2012 school year, the 48 member teaching staff accumulated 590 days absent. Approximately 30% of teachers required substitutes for more than ten days. Research indicates that teacher absenteeism changes school climate, lowers student morale, and reduces student achievement because of inconsistency in instructional planning and delivery.

Since students have scored consistently low in math and reading on multiple assessments, this has become a main focus of our turnaround plan. Increasing student achievement in reading and math will lead to higher academic achievement in other core subject areas. Our Collaborative Governance Model and the alignment of curriculum, instruction, and assessment will be instrumental in bringing rapid improvement to student achievement at Marquette.

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## 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.**

The District will align the principal selection process for Priority Schools to the "two-year rule." Ms. Dwana Brown was replaced by Mr. Christopher Lockhart as school principal for the 2012-2013 school year. Mr. Lockhart was selected and placed through the district's established interviewing and hiring process. He is a school leader with experience in specialized student services, behavior modification, and building teacher capacity and fidelity. He was instrumental in the process of bringing order and discipline to a building that was considered out of control. As assistant principal, Mr. Lockhart had the task of changing the climate and culture of Mumford High School during a very tumultuous time. He was in charge of the security team that decreased gang activity in and around the school community. He also lowered the average number of suspensions with a strict discipline plan. He was a part of the Distributive Leadership Team (DLT) that wrote a School Improvement Grant (SIG) that led to an award of five million dollars for school improvement projects. This funding provided teachers with resources that led to increased student achievement. Through collaboration and hard work of all staff, the eleventh grade average Composite Score on the spring 2012 ACT exam increased by 10.45% over the spring 2011 results. As head of the special education department, which accounted for nearly 25% of the student population, the school received a 100% compliance rating on all special education IEPs during a spring 2012 audit. As a result of this highly successful time at Mumford, he was elevated to the role of principal to take on the challenge of improving another struggling school, Marquette. His experience and expertise will assist and lead to increasing academic success as well as change the climate and culture of the Marquette school community. Mr. Lockhart's professional resume is archived and available for review.

**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. Within our control, at the building level, the following operational flexibility options, as well as others collaboratively suggested by staff, will be entertained: common instructional time allowing for ability-level grouping, change in scheduling to provide sustained instructional time in core subject areas, team teaching, and Saturday professional development opportunities. Marquette has and will continue to reallocate staff units to provide supplemental academic support to identified students in core curriculum areas. Modified scheduling will be utilized to maximize instructional time in math and language arts. In order to maximize the process of rapid turnaround, this schedule will be instituted during the second marking period. Flexibility in scheduling for all students in grades one through eight will be implemented through the district initiative of a project-based learning class held the last period each Friday. Additional professional development opportunities will be provided on Saturdays and/or weekday evenings.

The Reform/Redesign Leadership Team will oversee the implementation of these programs, evaluate their effectiveness, and make recommendations as needed. Currently, there are 46 instructional staff members at Marquette for the 2012-2013 school year. Of these staff members, 50% were retained from the 2011-2012 school year, approximately 25% are new staff that were interviewed and selected by Mr. Lockhart, 20% are newly interviewed and selected by previous administration, and 5% are new staff assigned to the school.

### **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 District has developed new evaluation processes for teachers and school leaders that are based on the following: a set of professional standards that define effective teaching and leadership student achievement outcomes and continuous improvement and accountability.

These 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.

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, necessary to get the job done. Excellent teaching must be at the center of any successful school district. Excellent teachers, however, 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, and 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 our every action 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 Systems 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 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 good teaching can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

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.

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. 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, 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, as referenced in Article VIII of the District's Administrative Employment Agreement. Decisions regarding each principal's salary step advancement (i.e., compensation) and contract renewal will be based upon his/her performance with respect to the above indicators.

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

Staff members will be evaluated and interviewed using the district's established process and corresponding rubrics. At the school level, Mr. Lockhart will base decisions to rehire no more than 50 percent of existing staff on overall teacher effectiveness. The evaluation process begins in September and concludes in June. Teacher ratings will be determined utilizing a system that includes classroom walkthroughs, formal observations, Observation 360, progress toward reaching PLP goals, and evidence of student growth through student assessments. Other factors include attendance, disciplinary record, and accomplishments and achievements.

### **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 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. High-quality staff, as identified by the rubric, will have opportunities for promotion and career growth in the following ways: peer mentoring from members of the Reform/Redesign Leadership Team with the potential for future positions; becoming the leader of a Professional Learning Community (PLC) team; participating in after-school tutoring; coaching an extracurricular activity; participating in student mentorship program; being designated as a lead teacher for grade level or content area; and training staff on information gained from attending off-site professional development. Staff collaboration will facilitate the creation of favorable working conditions while positively impacting school climate and culture. Teachers will receive a \$100 stipend to purchase materials from an approved Detroit Public Schools vendor that will help meet student needs by enhancing engagement and increasing academic achievement. Also, we will implement a school-wide financial incentive program (if funds are available) based on student academic growth, performance evaluation, extra time committed to school and professional improvement tasks, and teacher attendance. This incentive can reach a value up to \$1,000 per teacher. Teachers with an increase in student achievement will be presented with a teacher excellence award and a congratulatory letter from the principal. At the end of the school year, a celebration will be planned for teachers for the hard work and results produced in student achievement. The giving of the stipend, financial incentive, and award will serve as a symbol of our commitment to recruiting and retaining quality educators.

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, both composite as well as specific for each subgroup,

set by the District as measured by the State MEAP/MME; management of budget - general purpose, school-based and federal; student attendance goals; suspension/expulsion goals; graduation goals; thoughtful implementation of program recommendations as a result of school diagnostic reviews; satisfactory completion of SIP academic plans, including SIP, and academic achievement; participation and engagement in prescribed professional development opportunities; and establishing a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

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

## 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.**

All staff have committed to participating in Professional Development above and beyond that which is required by Detroit Public Schools, using internal and external resources. Job-embedded professional development will take place for all staff members in the following ways: the Reform/Redesign Leadership Team will conduct a search for external professional development providers as needed; the Reform/Redesign Leadership Team will schedule, facilitate, and/or provide professional development sessions; the team, with assistance from Wayne RESA coaches (years two and three), will maintain on-going support to all staff members as needed; teachers will meet in grade-level PLCs biweekly in order to identify instructional needs based on school data; teachers will discuss and share research-based strategies, through resources such as PD360, and evaluate their impact on student progress; and teachers will work together to create and implement common formative assessments at each grade level.

In year one, teachers will be trained on conducting data dialogues, the effective use of PLCs, research-based best practices in literacy and mathematics, writing formative assessments, and using the Response to Intervention (RtI) model to increase their knowledge and ability to differentiate instruction and meet the needs of all students. Additional topics for professional development will be collaboratively developed with school stakeholders. We will evaluate successful implementation of professional development through walk-throughs, lesson plans, feedback and responses on PLC monitoring forms, and formative assessment data that shows increased student achievement. The attached professional development plan will identify specific topics, timelines, and indicators of success.

**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 Collaborative Governance Model has been adopted at Marquette. Our model incorporates a shared leadership approach, as developed by Rick DuFour. Through involvement of all stakeholders, the school community will be data-driven to reach the desired outcome of increased student achievement in the classroom. Participating in collaborative leadership will assist our school in the turnaround process by encouraging individual ownership of the school, building trust, increasing access to information and ideas, creating a better opportunity for substantive results, developing a generation of new leadership, and empowering the community.

The structure of this model includes the Turnaround Leader (principal), Reform/Redesign Leadership Team, and Professional Learning Communities (PLCs) that report to the team. The groups will meet biweekly and submit an agenda, minutes, and appropriate forms as requested to the Reform/Redesign Leadership Team. Each group will have an assigned area of focus with the ultimate goal of increased student achievement. These focus areas include Curriculum and Instruction, Data Analysis, Technology, Building Management & Supervision, School Activities and Parent/Community Involvement, Safe and Orderly Schools, Response to Intervention/Special Education, and Grants/Finances/Title 1/Testing. Each of the PLCs will analyze relevant data to make informed decisions about strategies that lead to increased student achievement. This process will include the investigation of research-based practices with the highest effect size, which will be considered for implementation in the classroom. This Collaborative Governance Model will be monitored by the principal, who reports directly to the Assistant Superintendent of the Office of School Leadership and Educational Accountability, who reports directly to the Superintendent of Academics. Artifacts of the processes will be archived for review.

**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.**

Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. As part of this ongoing analysis, a main focus of our turnaround plan is the implementation of Balanced Literacy and Cognitive Demand mathematics approaches to increase student achievement.

Literacy instruction will be aligned from one grade to the next with the College and Career Readiness Anchor Standards. Detroit Public Schools has adopted Balanced Literacy as the system of literacy instruction. Balanced Literacy is a teaching approach that provides equalized, well-organized instruction and practice opportunities that permit all students to make sense of reading, writing, listening, speaking, and viewing that will increase student achievement. Our rationale for implementing the Balanced Literacy approach with fidelity is based on an overall weakness in literacy skills in our student population. This is evidenced by our students achieving an average of approximately two grades below grade level on fall 2012 STAR reading assessments and 67% of students in Kindergarten through fifth grade performing below grade level on DIBELS benchmark assessments in fall 2012. The National Research Council concluded that reading programs in the early grades should offer a balance of elements, including reading for meaning and experiences with high-quality literature; intense, intentional, and systematic instruction in phonics; and ample opportunities to read and write (Burns, Griffin, and Snow, 1999). The need for a complete and balanced reading program is repeatedly noted in the research of the National Reading Panel (U.S. Department of Health and Human Services, 2000).

Mathematics instruction will be aligned with Michigan's Common Core Curriculum and district pacing documents. Cognitive Demand is a teaching approach that develops mathematics competency in knowledge comprehension, application analysis, and synthesis evaluation. This emphasis on higher-order thinking will increase student achievement by engaging children in tasks that require varying depths of knowledge. Our rationale for implementing this approach is based on an overall weakness in mathematics skills among our student population. This is evidenced by our students achieving an average of nearly two grades below grade level on the fall 2012 STAR Math benchmark assessment, and only three percent of students in grades three through eight were proficient in mathematics on the fall 2011 MEAP exam. Research shows that if we teach mathematics at a higher level of cognitive demand, even in the early grades, we can look forward to a future with high mathematics achievers. Instruction in high-performing schools requires a learning environment that supports sustained student engagement in both basic skills and cognitively demanding conceptual mathematics tasks (American Educational Research Association, 2006).

During year one, Professional Learning Communities (PLCs), consisting of all stakeholders, will be created to rapidly improve student achievement. Also in year one, staff will be trained on the principles of the Balanced Literacy and Cognitive Demand approaches, with the expectation of full implementation in year two. PLC members will conduct data dialogues and evaluate instructional strategies to determine the most effective use of time for increasing student achievement in the identified areas of weakness. Team members will utilize formative assessments and assist each other in the implementation of best practices. Representatives from Wayne RESA, Michigan State University, and Detroit Public Schools will provide support to the school to identify, review, and select valid, reliable data and assessment tools. Through this collaboration, teachers will create pretests and post-tests that will be used to guide instruction.

Instructional programs selected to enhance the curriculum include Carnegie Math, Destination Math, Destination Reading, Accelerated Math, and Accelerated Reader. Additional instructional plans include Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) and Response to Intervention (RtI). The RtI model will be used to differentiate instruction in core subject areas.

The PLCs will meet biweekly to review formative "real time" classroom performance data, evaluate strategies, and make decisions regarding the direction and focus of classroom instruction, with the goal of increasing student achievement. These approaches will effectively reach students at all grade levels, ultimately leading to achievement at or above grade level and preparing students for success beyond their time at Marquette.

**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.**

The use of student data will be paramount in measuring student achievement and identifying areas of need. Staff will gather data from DIBELS assessments, STAR Math and STAR Reading results, Accelerated Math, Accelerated Reader, teacher-generated pretests and post-tests, and other relevant assessments. Teachers will display meaningful data as part of a classroom data board to be used as an instructional tool with students. This data will be analyzed at biweekly PLC meetings in order to evaluate student growth, identify trends or patterns, and guide instruction. Results of this analysis will be shared with the Reform/Redesign Leadership Team and recorded in a centralized data room. This will allow continuous monitoring of student progress toward grade level instructional goals.

The state and district curriculum documents provide consistency and continuity to the curriculum and instruction practiced at the school, reflecting the belief that all students should actively construct and apply knowledge. Differentiation of instruction allows for adaptation and modification to meet the wide range of needs and abilities of all students. To address this variance, staff will receive professional development in differentiated instruction strategies and training on Gardner's Multiple Intelligences and Learning Styles.

Student understanding of instructional objectives and the relevance to their learning will be the hallmark of our instructional program. The school will provide the support students need to meet the required standards and provide opportunities for students to use many and varied approaches to demonstrate competency. Ongoing data analysis will result in a continuous review and adaptation of instructional strategies and assessments to meet the diverse and changing needs of students. Aligned standardized assessments, periodic benchmark assessments, and a variety of culminating assessments are incorporated into daily practice.

## **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?**

Instructional time in core subject areas has increased by a total of 156 minutes per week. During this increased learning time, instruction is delivered through a modified schedule, including a 56 minute Project Based Learning (PBL) class each Friday, allowing for enrichment activities that support core content objectives. PBL is a dynamic approach to teaching in which students explore real-world problems and challenges. This learning proves to be both active and engaging for all students, inspiring them to obtain a deeper knowledge of the subjects they are studying. An additional shared 100 minutes is dedicated to core content instruction. This extra instructional time is due to a reduction in the number of preparation periods per week for teachers from five to two.

In addition to the regular school schedule, an extended day tutoring program in mathematics and English language arts will be piloted in March 2013 to increase the number of instructional hours and increase student achievement. Data from the pilot program will be analyzed to determine the extent of future implementation. The school year will be extended by four additional weeks.

To facilitate teacher collaboration, the district has added one hour each week for development, coordination, and implementation of the school improvement plan. During this additional time, as PLC teams, teachers also will conduct data dialogues, create common assessments, compare pretest and post-test results, and evaluate which instructional practices are most effective. This will lead to a more efficient use of instructional time, resulting in increased student achievement. The groups will meet biweekly and submit an agenda, minutes, and appropriate forms as requested to the Reform/Redesign Leadership Team. This team will review documents and provide feedback to PLC leaders with the purpose of disseminating information to the PLCs for further action, maintaining a focus on reaching building goals. This continuous process will be monitored by the principal, who reports directly to the Assistant Superintendent of the Office of School Leadership and Educational Accountability, who reports directly to the Superintendent of Academics.

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

Several social, emotional, and community-oriented services will be included in year one of the turnaround process for Marquette, with effective programs and services continuing in subsequent years. The Reform/Redesign Leadership Team will analyze local student performance data and conduct a needs assessment to identify which programs and practices will be most relevant for our students. A Safe Routes to School program will be implemented to provide students a safer path to and from school. Conflict resolution programs will be developed and utilized to promote a healthy school climate and culture. The school counselor and social workers have received training in effective strategies in this area, such as MiBLSi, and will provide wraparound services for children and their families. Additional support for students identified by the RtI model will be delivered within the school day and/or included in after-school programming.

Parent programs will be developed to assist with monitoring and maintaining a safe school environment. Starting in year one, a consistent schedule of parent workshops will be developed to promote parental involvement, facilitate participation in the governance model, and teach them the importance of being positive role models to aid in the healthy development of their children. Community partners will provide complementary services that will engage families and benefit students. Our current partners include the Volunteer Reading Corps, Go Green, Neighborhood Legal Services, and Fifth Third Bank, with the expectation of forming more community partnerships.



# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	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 teacher evaluation tool is attached. <a href="#">marquette.teacher.evaluation.tool.pdf</a>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	The Professional Development topics and dates are subject to change based on the collaboratively determined needs of all stakeholders. <a href="#">marquette.pd.calendar.docx</a>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Teacher collaboration time has been extended as part of our Collaborative Governance Model. This is reflected on our school calendar, which has been attached as part of the Teacher Collaboration Assurance. A sample student schedule, with the school bell schedule, is attached. <a href="#">marquette.student.schedule.pdf</a>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Enrichment opportunities are provided for all students as evidenced by the attached document. <a href="#">marquette.enrichment.opportunities.doc</a>

## Reform Redesign Report

Marquette Elementary-Middle School

<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Teachers meet weekly in PLCs as part of the district's established two-hour professional development time. <a href="#"><u>marquette.school.collaboration.calendar.docx</u></a></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>No</p>	<p>Current language is not available at this time. This will be addressed by the district.</p>



## **Detroit Educator Evaluation Process**

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

Published 2012

Detroit Public Schools



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## Overview

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

### The Purpose of Evaluations:

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

MCL 380.1249(1)(d)

## Why We Need an Updated Teacher Evaluation System

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

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

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

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

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



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

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

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

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

By:

Roy S. Roberts

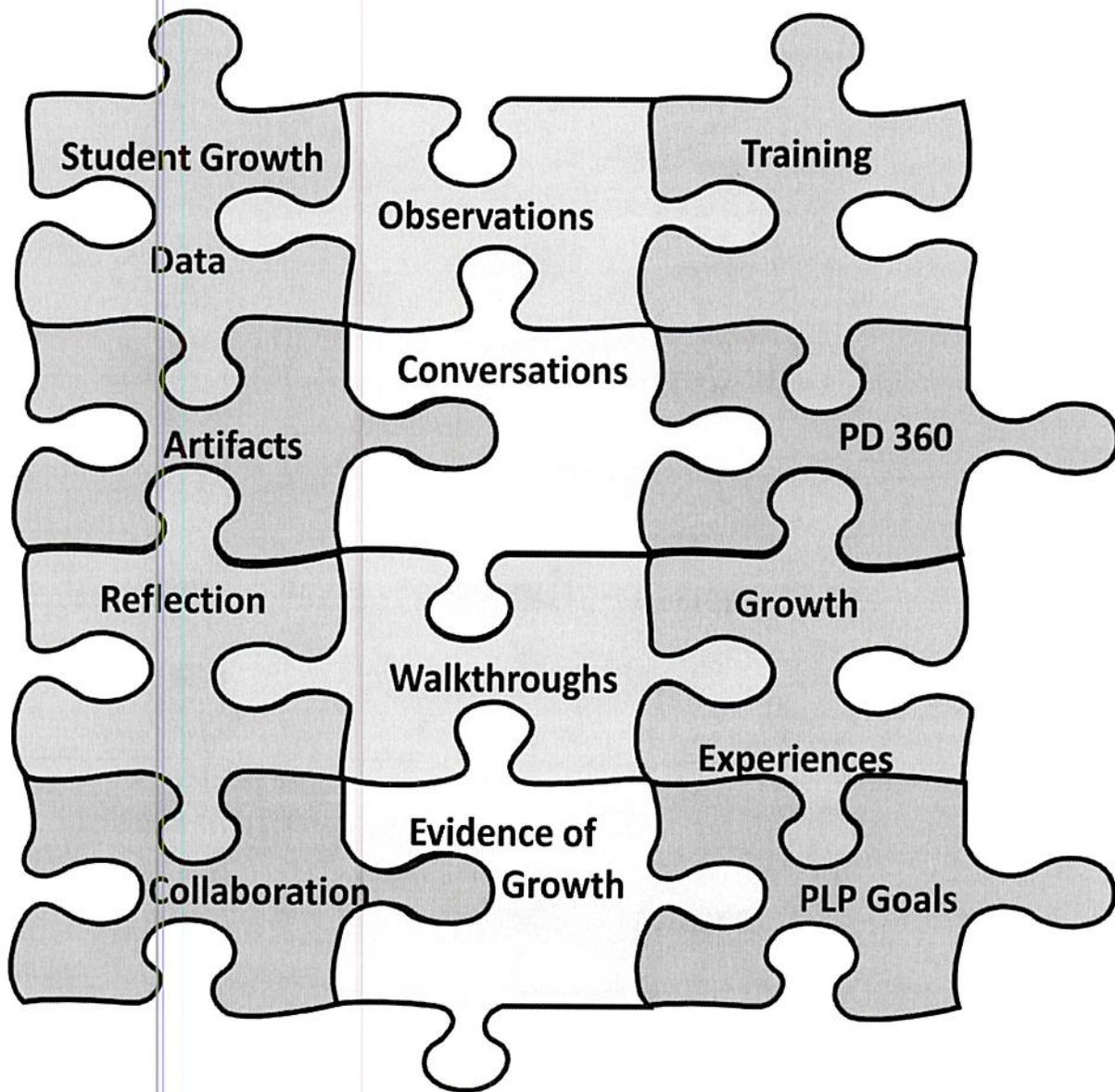
Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Pieces of the Teacher Evaluation Process





## **Five Core Elements**

### **I. Demonstrated Pedagogical Skills**

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

### **II. Student Growth as Predominant Factor**

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

### **III. Classroom Management**

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

### **IV. Relevant Special Training**

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

### **V. Educator Responsibilities**

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

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

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



## Performance Level Ratings

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

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

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

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

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



## Student Growth Information

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

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

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

### LIST OF DATA SOURCES

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



## Observer Guidelines

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

### September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



### Request for Assistance and Support

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

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

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

**AREA(S) OF CONCERN:**

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

**SUPPORT PROVIDED:**

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

**SUPPORT REQUESTED:**

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

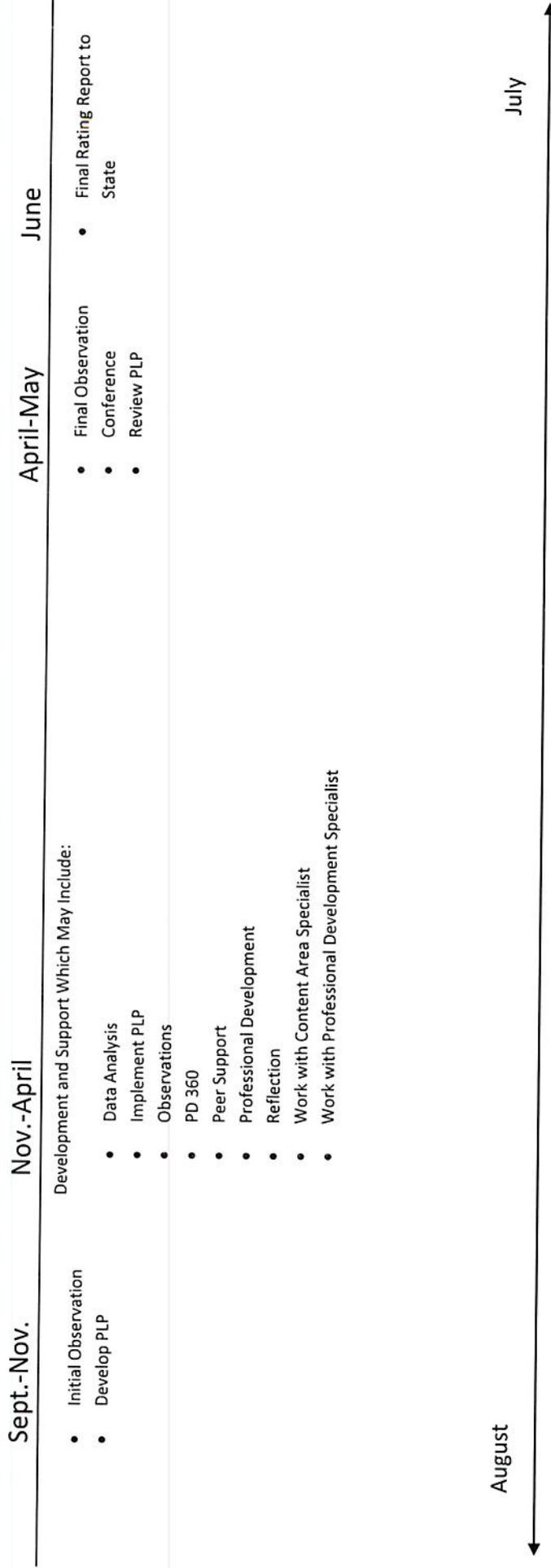
Principal's Signature

Request Date

School Phone No.



**Teacher Evaluation At – A – Glance**



On-going Professional Growth and Development

### **PD360 and OBSERVATION360**

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

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

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

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

### **FORMS**

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)



# Teacher Evaluation Rubric

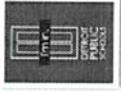
## CORE ELEMENT III. CLASSROOM MANAGEMENT

<p>A. <u>Managing Instructional Time</u> – Highly effective teachers maximize the use of instructional time by engaging students in meaningful learning experiences. They also prepare assignments, materials, supplies, and activities in advance in accordance with their plan. They are highly efficient in the management of whole-group and small-group learning time for optimum learning experiences. The highly effective teacher maintains a smooth, brief transition between lessons and activities.</p>				
<p>B. <u>Managing Student Behavior</u> – Skilled teachers establish routines, procedures, and rules that encourage appropriate behavior and are applied in a consistent and equitable manner. They monitor the classroom and are constantly aware of classroom activities and do not ignore disruptive, inappropriate behavior. In a productive classroom, standards of conduct are clear to students; they know the expectations for themselves and others. Even when their behavior is being corrected, students feel respected; their dignity is not undermined.</p>				
<p>C. <u>Creating an Atmosphere of Mutual Respect</u> - The highly effective teacher creates a culture for learning. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p>				
<p>D. <u>Creating and Facilitating a Learning Space</u> – The teacher organizes the classroom to minimize disruption to the learning process, provides safety, support and encouragement and values the strengths of all learners. The highly effective teacher responsibly uses resources (i.e. technology) to build classroom culture and community through the use of online systems such as grade books, calendar, announcements, newsletters, class assignments, etc.</p>				
Core Element	Ineffective	Minimally Effective	Effective	Highly Effective
III.A. Managing Instructional Time	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little or no evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines & procedures. Management of instructional groups, transitions, and/or the handling of materials & supplies is inconsistent, leading to some disruption of learning. With regular guidance & prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.



# Teacher Evaluation Rubric

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



# Teacher Evaluation Rubric

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

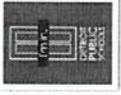


# Teacher Evaluation Rubric

## CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

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



# Teacher Evaluation Rubric

## CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

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



# Teacher Evaluation Rubric

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







### Calculation and Reporting

**Each educator must have an effectiveness label reported by June 30<sup>th</sup>.**

#### Computing Annual Rating for Teacher Performance

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

	Ineffective = 0	Minimally Effective = 1	Effective = 2	Highly Effective = 3
<i>Element 1 Summary Rating Score</i>	_____	_____ x	25	_____
<i>Element 2 Summary Rating Score</i>	_____	_____ x	25	_____
<i>Element 3 Summary Rating Score</i>	_____	_____ x	25	_____
<i>Element 4 Summary Rating Score</i>	_____	_____ x	10	_____
<i>Element 5 Summary Rating Score</i>	_____	_____ x	15	_____
			<i>TOTAL ABOVE</i>	_____
			<i>Divided by 100=SUMMARY TOTAL</i>	_____

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

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

Effectiveness Label:

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

#### Attendance & Discipline

Number of Absences \_\_\_\_\_      Number of Tardies \_\_\_\_\_

Disciplinary Incidents \_\_\_\_\_      Written Reprimands \_\_\_\_\_  
(Attach documentation)      (Attach documentation)

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

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

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



**RETENTION RATING SCORING**

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

The following four categories will have the following ratings:

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

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

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

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

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

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

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

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

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

## Year One

### Professional Development Calendar (tentative) 2012-2013

Area	Target Audience	Evidence/ Evaluation	Timeline
Conducting Data Dialogue	All staff	-Agenda -Reflection journals -Improved student achievement	December 2012
Creating Professional Learning Communities (Part 1 & 2)	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	December 2012
Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) Training	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	January 2013
Effective Usage of Data Analysis In Classroom (Part 1-2)	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	January/February 2013

Note: Professional development are subject to change based on the needs of the school

Marquette Elementary Middle School

Differential Instructional (Part 1 & 2)	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	February/March 2013
Response to Intervention (RtI) (Parts 1 & 2)	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	March/April 2013
Best Instructional Practices in Literacy: Balanced Literacy (Parts 1-2)	All staff	-Agenda -Sign-in sheet -Minutes -Evaluation -Improved student achievement	April/May 2013
Best Instructional Practices in Mathematics: Cognitive Demand (Parts 1-2)	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	May/June 2013

Note: Professional development are subject to change based on the needs of the school

## Year Two

### Professional Development Calendar (tentative) 2013-2014

Area	Target Audience	Evidence/ Evaluation	Timeline
Conducting Data Dialogue	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	September 2013
Maintaining Professional Learning Communities	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	September 2013
Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) Training	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	September 2013
Gardner's Learning Styles and Multiple Intelligences (Part 1 & 2)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	November 2013

Note: Professional development are subject to change based on the needs of the school

Marquette Elementary Middle School

Classroom Management	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	December 2013
Differential Instruction	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	December 2013
Response to Intervention	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	January 2014
Best Instructional Practices: Balance Literacy (Part 1-4)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	January/February 2014
Best Instructional Practices: Cognitive Demand (Part 1-4)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	March/April 2014
Technology in the classroom (Part 1 & 2)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	May 2014

Note: Professional development are subject to change based on the needs of the school

Marquette Elementary Middle School

Common Core State Standards Vocabulary Instruction	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	June 2014
Common Core State Standards: Mathematics (Part 1-2)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	June/July 2014

Note: Professional development are subject to change based on the needs of the school

## Year Three

### Professional Development Calendar (tentative) 2014-2015

Area	Target Audience	Evidence/ Evaluation	Timeline
Conducting Data Dialogue	All staff	-Agenda -Reflection journals -Improved student achievement	September 2014
Effective Professional Learning Communities	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	September 2014
Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) Training	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	September 2014
Effective Usage of Data Analysis In Classroom (Part 1-2)	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	October 2014

Note: Professional development are subject to change based on the needs of the school

Marquette Elementary Middle School

Differentiated Instruction	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	November 2014
Response to Intervention	All staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	November 2014
Best Instructional Practices in Literacy: Balanced Literacy (Parts 1-2)	All staff	-Agenda -Sign-in sheet -Minutes -Evaluation -Improved student achievement	December 2014
Best Instructional Practices: Cognitive Demand (Part 1-2)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	January 2015
Computer Assisted Instruction (Part 1-2)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	February 2015

Note: Professional development are subject to change based on the needs of the school

Marquette Elementary Middle School

Writing Across the Curriculum  (Part 1-2)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	March 2015
Effective usage of Student Portfolio	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	April 2015
Effective Small Groups in the classroom (Part 1-2)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	May 2015
Inclusion (Part 1-2)	All Staff	-Agenda -Sign-in sheet -Evaluation -Improved student achievement	June 2015

Note: Professional development are subject to change based on the needs of the school

# Student Schedule as of 11/29/2012

## Marquette Elem/Middle

Student  
Grade Gender Track Advisor  
Ardis, Ashley [21091279]      8      F      T      Wilson, Latoya

Course-Sec	Course Title	Period	Term	Day(s)	Room	Teacher
2190.G8-4	Math Grade 8	1	AY	MTWHF	107	Johnson, Jennifer
1500.G8-2	Social Studies Grade 8	2	AY	MTWHF	103	Spears-Powers, Linda
3200.G8-1	Science Grade 8	3	AY	MTWHF	110	Sutherby, Angele
2190.G8-2	Math Grade 8	4	AY*	MTWHF	101	Akpabio, Myra
0001-2	Lunch	5	AY	MTWHF		NotStaffed, Position
1130.G8-2	English Grade 8	6	AY	MTWHF	103	Spears-Powers, Linda
1130.G8-6	English Grade 8	7	AY*	MTWHF	111	Long, Tammi
0310.G8-2	Project Based Learning - G8	8	AY	F	107	Johnson, Jennifer
0322.EM-3	Supplemental Science	8	AY	MTWH	110	Sutherby, Angele

\* Enrolled only for part of this term

MARQUETTE ELEMENTARY/MIDDLE SCHOOL STUDENT SCHEDULE

10/30/2012

FALL, 2012

Mr. Christopher Lockhart, Principal

Mrs. Michael Linton, Assistant Principal

Each Friday 8<sup>th</sup> Hour – For the Project Based Learning (PBL) class all students return to their homeroom teachers' classroom

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
	7:40-8:30	8:32-9:22	9:24-10:14	10:16-11:06	11:08-11:58	12:00-12:50	12:52-1:42	1:44-2:40
AKPABIO – Math Grade 7C 100	M-F Math Akpabio Rm. 100	M-F Science Miller Rm. 201	M-F Music – Taber Rm. 100	Lunch	M-F Soc. St Machbeth Rm. 217	M-F Math - Bowens Rm. 209	M-F ELA – Wilson Rm. 105	M-TH ELA- Wilson Rm. 105
MACBETH- Grade 8A 115	M-Th: PE – MacBeth Rm. 115  Friday Only: S.S. – Spears-Powers Rm. 103	M-F Math Johnson Rm. 107	M-F Math – Akpabio Rm. 100	Lunch	M-F Science Sutherby Rm. 110	M-W Suppl ELA Winn Rm. 208	M-F ELA Spears-Powers Rm. 103	M-TH S.S. – Spears-Powers Rm. 103
Johnson Grade 8B 107	M-F Math Johnson Rm. 107	M-F S.S. Spears-Powers Rm. 103	M-F Science Sutherby Rm. 110	M-F Math Akpabio Rm. 101	Lunch	M-F ELA – Spears-Powers Rm. 103	M-F ELA Long Rm. 111	M-TH Suppl Sci Girls- Sutherby rm. 110
								M-TH PE Boys- MacBeth rm. 115
								F-PBL -107
T. LONG – Grade 8C 111	M-F ELA Long Rm. 111	M-F Math Akpabio Rm. 101	M-F Soc. St. Spears-Powers Rm. 103	Lunch	M-F ELA Spears-Power Rm. 103	M-F Math Johnson Rm. 107	M-F Science – Sutherby Rm. 110	M-TH Girls- Suppl Sci Sutherby Rm. 110
								M-TH Boys – PE MacBeth Rm. 115 F-PBL - 111

# MARQUETTE ELEMENTARY/MIDDLE SCHOOL

Elementary School Phone: (313) 642-4831

Middle School Phone: (313) 417-9360

## 2012-2013 CALENDAR OF EVENTS

**Christopher Lockhart, Principal**

Micrael Linton, Assistant Principal

(Dates Subject to Change)

*Professional Development-Staff Meetings and PLC Meetings scheduled every Wednesday from 3:00p to 5:00p*

### AUGUST

Monday, August 27, 2012	Teachers report to work- Professional Development
Tuesday, August 28, 2012	Professional Development for Teachers
Wednesday, August 29, 2012	Professional Development for Teachers
Thursday, August 30, 2012	<b>NO SCHOOL</b> for Teachers
Thursday, August 30, 2012	<b>NO SCHOOL</b> for Teachers

### SEPTEMBER

Monday, September 3, 2012	<b>Labor Day-NO SCHOOL</b> for Everyone
Tuesday, September 4, 2012	1 <sup>st</sup> Day of School for Students
Monday, September 10, 2012 – Friday, September 21, 2012	K-8 - <b>Star Testing</b>
Monday, September 17, 2012 – Friday, September 28, 2012	K-5 – <b>mClass Dibels Testing</b>
Wednesday, September 25, 2012	<b>Open House</b> 3pm - 5pm

### OCTOBER

Monday, October 1, 2012 – Friday November 9, 2012	<b>MI –ACCESS Testing</b>
Wednesday, October 3, 2012	<b>Fourth Wednesday Count Day</b> -All Students Must be in Attendance
Friday, October 5, 2012	LSCO Parent Meeting 8:30am
Tuesday, October 9 – Friday, October 26, 2012	<b>MEAP TESTING</b> Grades 3-8
Friday, October 5, 2012	Progress Reports
Wednesday, October 31, 2012	Harvest Festival – Grades Pre. K through 5 Only (Class notes will come home indicating class events.)

### NOVEMBER

Friday, November 2, 2012	Recycle Assembly and Classroom Lessons
Monday, November 5, 2012 – Friday, November 30, 2012	1 <sup>st</sup> MAP Assessment – Measures of Academic Progress - Grades 2-8
Monday, November 5, 2012	LSCO Parent Meeting 1pm
Tuesday, November 6, 2012	<b>Professional Development for Teachers</b> <b>NO SCHOOL</b> for Students <b>ELECTION DAY!!!</b>
Friday, November 9, 2012	Perfect Attendance Assembly @9:30 am
Friday, November 9, 2012	Report Cards
Monday, November 12, 2012	<b>Veterans Day</b> –10:45 am Dismissal for Everyone
Tuesday, November 13, 2012	High School Applications for <b>Cass, Renaissance &amp; M.L. King</b> are due to the Principal

### NOVEMBER (continued)

Friday, November 16, 2012	Recycle Assembly and Classroom Lessons
Thursday, November 22 & Friday, November 23, 2012	<b>NO SCHOOL Thanksgiving Holiday All DPS schools closed.</b>
Monday, November 26, 2012	School reopens at 7:30 am
Thursday, November 29, 2012	1 <sup>st</sup> Red Carpet Ceremony Grades 1-8
Friday, November 30, 2012	Doors Decorated for Christmas

### DECEMBER

Wednesday, December 5, 2012	LSCO Parent Meeting 8:30 am
Wednesday, December 5, 2012	Polar Fest for Grades Pre-K through 5 Only - 4-6pm
Thursday, December 6, 2012	Progress Reports
Thursday, December 6, 2012	Perfect Attendance Assembly @9:30 am
Friday, December 7, 2012	<b>NO SCHOOL</b> for Students Parent-Teacher Conferences
Tuesday, December 11, 2012	<b>PICTURE DAY</b>
Wednesday, December 12, 2012 & Thursday, December 13, 2012	<b>Christmas Programs</b>
Monday, December 24, 2012 – Friday, January 4, 2013	<b>NO SCHOOL Christmas Holiday All DPS schools closed.</b>

### JANUARY

Monday, January 7, 2013	School reopens at 7:30 am
Monday, January 7, 2013	LSCO Parent Meeting 1pm
Monday, January 7, 2013	School reopens at 7:30 am
Friday, January 11, 2013	Perfect Attendance Assembly @9:30 am
Monday, January 14, 2013– Friday, February 8, 2013	<b>K-5 – mClass Dibels Testing</b>
Wednesday, January 16, 2013	<b>8<sup>th</sup> Grade High School Examination</b>
Monday, January 21, 2013	<b>NO SCHOOL Dr. Martin Luther King Observance All DPS schools closed.</b>
Friday, January 25, 2013	10:45 am Dismissal for Students Parent Teacher Conferences & Report Cards
Thursday, January 31, 2013	Door Decorations in Recognition Black History Awareness

### FEBRUARY- Black History Month

Tuesday, February 5, 2013	LSCO Parent Meeting 8:30
Monday, February 4, 2013 – Friday, February 22, 2013	2 <sup>nd</sup> MAP Assessment – Measures of Academic Progress - Grades 2-8
Wednesday, February 6, 2013	2 <sup>nd</sup> Red Carpet Ceremony Grades 1-8
Thursday, February 7, 2013	Perfect Attendance Assembly @9:30 am
Thursday, February 7, 2013	<b>100<sup>th</sup> Day of School</b>
Wednesday, February 13, 2013	<b>Fourth Wednesday Count Day -All Students Must be in Attendance</b>
Monday, February 18, 2013 –Friday, February 22, 2013	<b>NO SCHOOL Winter Break All DPS schools closed.</b>
Monday, February 25, 2013	School reopens at 7:30 am

Wednesday, February 27, & Thursday, February 28, 2013	Black History Programs
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### MARCH- Reading Month

Wednesday, March 6, 2013	LSCO Parent Meeting 1pm
Thursday, March 7, 2013	Perfect Attendance Assembly @9:30 am
Friday, March 15, 2013	<b>Progress Report</b>
Tuesday, March 19, 2013	<b>Professional Development for Teachers NO SCHOOL for Students</b>
Wednesday, March 20, 2013	<b>Professional Development for Teachers NO SCHOOL for Students</b>
Thursday, March 21, 2013	School reopens at 7:30 am
Friday, March 29, 2013	<b>NO SCHOOL Good Friday All DPS schools closed.</b>

### APRIL

Monday, April 1, 2013-Friday, April 5, 2013	<b>NO SCHOOL Easter Break All DPS schools closed.</b>
Monday, April 8, 2013	School reopens at 7:30 am
Monday, April 8, 2013 – Friday, April 19, 2013	<b>8<sup>th</sup> Grade METS Assessment</b>
Tuesday, April 9, 2013	LSCO Parent Meeting 8:30 am
Friday, April 12, 2013	Perfect Attendance Assembly @9:30 am
Friday, April 12, 2013	10:45 am Dismissal for Students Parent-Teacher Conferences & Report Cards
Thursday, April 18, 2013	Career Day
Monday, April 22, 2013 – Friday, May 3, 2013	<b>K-8 - Star Testing</b>
Thursday, April 25, 2013	3 <sup>rd</sup> Red Carpet Ceremony Grades 1-8

### MAY

Wednesday, May 1, 2013 & Thursday, May 2, 2013	Spring Concert
Monday, May 6, 2013 - Monday, June 3, 2013	<b>K-5 – mClass Dibels Testing</b>
Monday, May 6, 2013 – Friday, June 7, 2013	3 <sup>rd</sup> MAP Assessment – Measures of Academic Progress - Grades 2-8
Wednesday, May 8, 2013	LSCO Parent Meeting 1pm
Thursday, May 9, 2013	Kindergarten Mother's Day Tea
Friday, May 10, 2013	Perfect Attendance Assembly @9:30 am
Friday, May 10, 2013	4th Progress Report
Thursday, May 16, 2013	School Talent Show
Monday, May 27, 2013	<b>NO SCHOOL Memorial Day All DPS schools closed.</b>
Tuesday, May 28, 2013	School reopens at 7:30 am
Thursday, May 30, 2013	Field Day

### JUNE

Wednesday, June 5, 2013	LSCO Parent Meeting 8:30am
Friday, June 7, 2013	Eighth Grade Promotion
Friday, June 7, 2013	School Wide Trips
Tuesday, June 11, 2013	Kindergarten Ceremony/Celebration @ 8:00 am
Tuesday, June 11, 2013	Pre-school Ceremony/Celebration @ 1:00 pm
Thursday, June 13, 2013	<b>Last Day of School for Students &amp; Report Cards</b>
Friday, June 14, 2013	<b>Last Day of School for Teachers</b>

