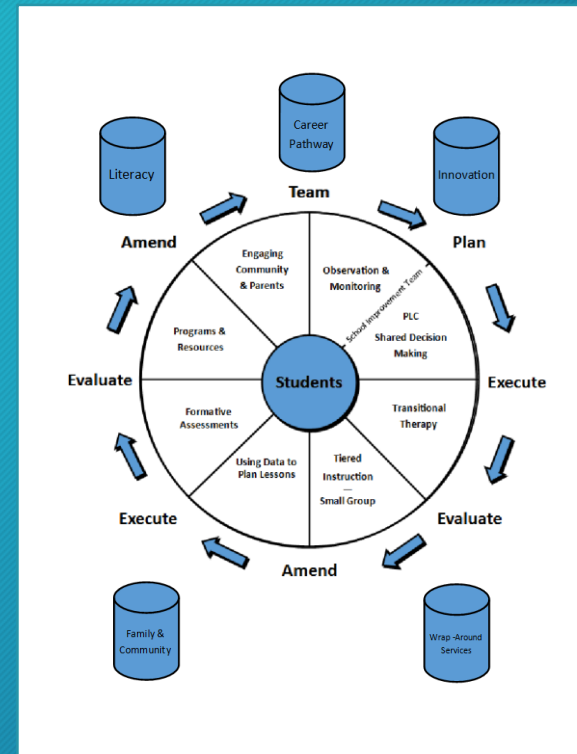


Coleman A. Young Elementary School

# Little Children In Full Worlds

# The 5 Pillars of Excellence

- Literacy
- Career Pathways
- Innovation
- Family & Community
- Wrap Around Services



# CAY Vision

- Coleman A. Young School envisions a safe and respectful environment...
- Collaborative effort
- Staff buy-in
- Is it good for children?
- Does it “Go Beyond”?



# Culture & Climate

- Building relationships
  - Meeting parents and students where they are
  - Parent Academy
  - Individual Learning Plans
- Transitional therapy
  - Coping mechanisms
- T.A.C.T.
  - Conflict Resolution
- MiBLSi
  - Calm Classroom
- Yoga
- Social worker, Ed. Techs, Instructional Specialists
- Shared leadership
- Celebrating Successes

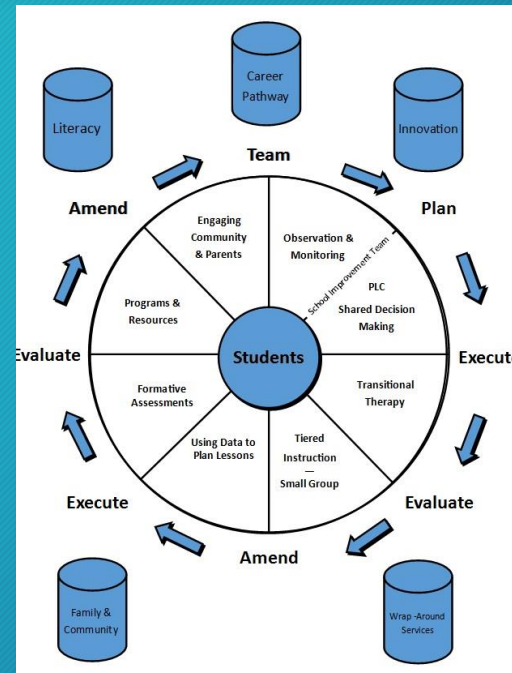


# Plan, Implement, Progress Monitor



# Planning

- Multi Tiered Systems of Support
- Intentional about moving students
- Deliberate decisions
- Delegation of responsibilities
  - In-house talents and resources
- Building capacity
  - Leadership/staff coaching
- Professional Learning Communities
- One-to-One Data Communications



Detroit Public Schools Community District  
Professional Learning Plan (PLP)

School Year: 2016-2017      Date: January 23, 2017 \_\_\_\_\_

Name: Lessie Elizabeth Jabari \_\_\_\_\_

File ID#: 346673 \_\_\_\_\_ Position: Teacher /Subject Area: English Language Arts/ Social Studies \_\_\_\_\_

School: Coleman A. Young Elementary School \_\_\_\_\_

A.

Domains: 1. Planning and Preparation 2. The Classroom Environment 3. Instruction 4. Professional Responsibilities	Component(s) to be addressed:  <p style="text-align: center;"><b>Instruction</b></p> #3d Using Assessment in Instruction
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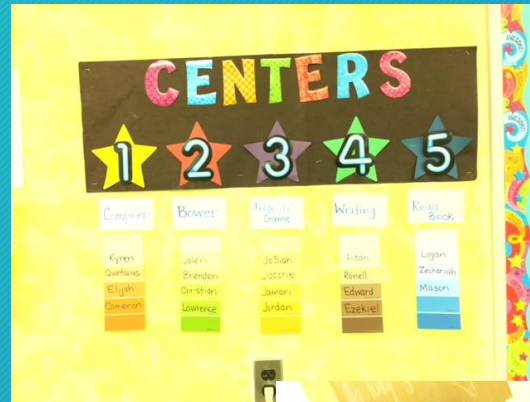
B.

Goals (Add space as needed)	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1: Plan units employing specific strategies to raise student achievement.	Create pre/post assessments. Analyze the results from the pre/post assessment to make adjustment/improvements to my personal lessons.	At least 50% of my students in grade 5 will score at or above 75% on the post assessment.	Computer Spelling City Vocabulary Quizzes Common Core Copy paper White boards	January-May
Goal 2: Aim at enhancing understanding and knowledge to improve student performance by employing specific strategies to raise student achievement.	Using standardized test data create tiered groups and differentiated lessons to adjust and improve class small group and whole class instruction.	At least 50% of my students in grade 5 will meet or exceed their projected growth on the spring assessment test.	MAP data Computer Paper Pen PO 380 Webinar Webcasts	January-May

Updated 8/24/16

# Implementing with Fidelity

- Lesson Planning
- Small Group Instruction
- Technology assisted instruction
- Accelerated Reader
- Conflict Resolution
- Cool Chemistry
- Reports



# Progress Monitoring

## Inspect what you expect!

- Teacher Compliance Log
- Every Class, Everyday
- Formative Assessments
- Done in small groups
- Anecdotal notes
- Grade Books
- Professional Learning Communities
- Surveys
- Instructional Learning Cycles



Details

M. Scott (Group A), A. Brown (Group B), Springer (Group C)

When: Thu 1/19/2017 9:00a - 3:30p  
Where: All classrooms

Reminder: 30 minutes Show as: Free  Private

Add an email reminder

Group A: Leavy, Clark, Pope, and Harris  
Group B: Cooper, Pryor, Lewis, and Ellerbee  
Group C: Frierson-Wilson, Qualls, Bell, and Redd  
Group D: Wilson-Renfroe, Bower, Wallace, and Tate  
Group E: Paterni, Machnik, Burton, and Williams  
Group F: Robinson, Fredericks, and Jabari

Calendar > January 2017

### Scott's Observation Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan 1	2	3	4	5	6	7
8	9	10	11	12	13	14
	A	B	D	C	F	
15	16	17	18	19	20	21
	No School	C	B	D	A	
22	23	24	25	26	27	28
	F	D	A	C	E	
29	30	31	Feb 1	2	3	4
	B	E				






# Responding to Data

- Surveys
- MAP Prescriptions
- PLC Agenda Items
- Lesson Plans
- Flexible Grouping
- Anecdotal Notes
- Mandatory One-to-One Data Conversations

RE: PLC survey

 Lessie Jabari  
Wed 1/25, 7:22 PM  
Linda Lewis; Carla Williams; Kelly Springer; Melissa Scott; Alicia Brown; Lessie Jabari

Greetings,  
Survey has been completed per your request!  
Mrs. L. Jabari

Sent from Mail for Windows 10

---

From: [Linda Lewis](#)  
Sent: Wednesday, January 25, 2017 1:43 PM  
To: [CAV Staff](#)  
Subject: PLC survey

PLC survey  
Good afternoon Staff:

It's that time for again for us to do our PLC survey. Please select the survey below and complete the survey y Friday. Mrs. Williams needs this information then. Thank you.

<https://www.surveymonkey.com/r/BJC3KHL>

---

The PLC Process 2016 - 2017 Survey  
[www.surveymonkey.com](http://www.surveymonkey.com)

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

## Coleman A. Young

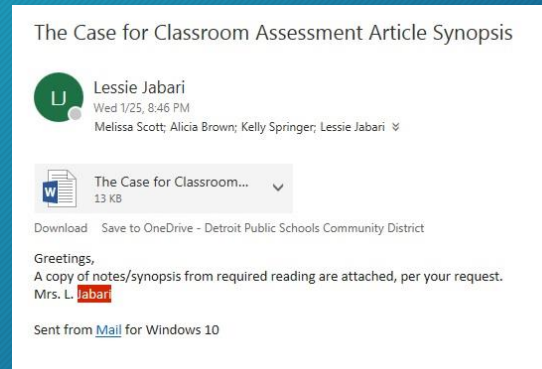
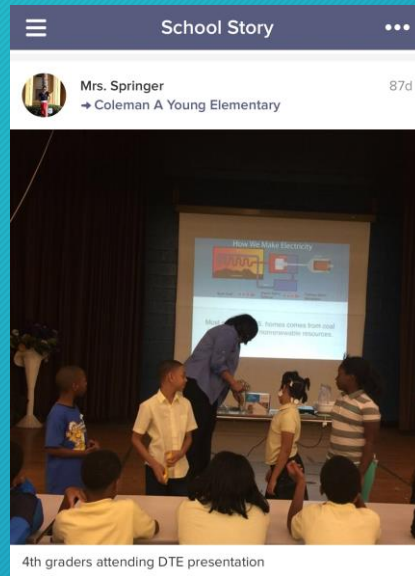
PLC/Staff meeting Agenda

January 25, 2017

PLC Groups	Gradebooks/small group activities
Mrs. Wallace	PLC
Mrs. Brown	Non-negotiables
T. Ward	<a href="#">MIBlisi</a>
Mrs. Scott	Data & School Ranking
	Article

# Best Practices

- Read Aloud
- Accelerated Reader
- Good News Notes
- I Can...
- Small Groups
- Small Group Testing
- Professional Development
- Teacher Portfolio Development
- Celebrating Success!



**Mrs. Linda A. Lewis Math Lesson Plans**  
**Theme: Numbers and Operation: Adding and Subtracting**

Week of: 12-12-16					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Standards</b>  <b>I can...</b>	<p style="color: red;">CORE CURRICULUM STANDARDS IN RED:</p> <p style="color: red;">***3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p style="color: red;">***3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (A range of algorithms may be used.)</p> <p>What will your students be able to do? TYPE IT HERE!</p>				
<b>Read Aloud/AR/ Breakfast</b>	Students read individually and independently for 15 minutes. Teacher read a few pages from a teacher selected book. Students take an AR test on the book.	Students read individually and independently for 15 minutes. Teacher read a few pages from a teacher selected book. Students take an AR test on the book.	Students read individually and independently for 15 minutes. Teacher read a few pages from a teacher selected book. Students take an AR test on the book.	Students read individually and independently for 15 minutes. Teacher read a few pages from a teacher selected book. Students take an AR test on the book.	Students read individually and independently for 15 minutes. Teacher read a few pages from a teacher selected book. Students take an AR test on the book.
<b>Small Group</b> Tier 1, 2, 3	Student Names/Tier See Below Guided Reading/Lesson See Below	Student Names/Tier See Below Guided Reading/Lesson See Below	Student Names/Tier See Below Guided Reading/Lesson See Below	Student Names/Tier See Below Guided Reading/Lesson See Below	Student Names/Tier See Below Guided Reading/Lesson See Below
<b>Workshop</b> 45 - 60 mins	<p><i>TYPE YOUR CENTER ACTIVITES HERE!</i></p> <ol style="list-style-type: none"> <li>Independent math book pages and practices sheet.</li> <li>Computertime</li> <li>Teacher lead Small group, working with clocks and calendar</li> <li>Small group activities based on the objective.</li> <li></li> </ol> <p>***Small group sessions will be based on Pre-assessments given and on Whole group instruction. That's why it takes 2 days.</p>	<p><i>TYPE YOUR CENTER ACTIVITES HERE!</i></p> <ol style="list-style-type: none"> <li>Independent math book pages and practices sheet.</li> <li>Computertime</li> <li>Teacher lead Small group, working with clocks and calendar</li> <li>Making filling in a calendar.</li> </ol> <p>***Small group sessions will be based on Pre-assessments given and on Whole group instruction. That's why it takes 2 days.</p>	<p><i>TYPE YOUR CENTER ACTIVITES HERE!</i></p> <ol style="list-style-type: none"> <li>Independent math book pages and practices sheet.</li> <li>Computertime</li> <li>Teacher lead Small group, working with clocks and calendar</li> <li>Making filling in a calendar</li> </ol> <p>***Small group sessions will be based on Pre-assessments given and on Whole group instruction. That's why it takes 2 days.</p>	<p><i>TYPE YOUR CENTER ACTIVITES HERE!</i></p> <ol style="list-style-type: none"> <li>Independent math book pages and practices sheet.</li> <li>Computertime</li> <li>Teacher lead Small group, working with clocks and calendar</li> <li>Making filling in a calendar.</li> </ol> <p>***Small group sessions will be based on Pre-assessments given and on Whole group instruction. That's why it takes 2 days.</p>	<p><i>TYPE YOUR CENTER ACTIVITES HERE!</i></p> <ol style="list-style-type: none"> <li>Independent math book pages and practices sheet.</li> <li>Computertime</li> <li>Teacher lead Small group, working with clocks and calendar</li> <li>Making filling in a calendar.</li> </ol> <p>***Small group sessions will be based on Pre-assessments given and on Whole group instruction. That's why it takes 2 days.</p>

Group 1	Group 2	Group 3	Group 4
Angel [REDACTED]	Terius [REDACTED]	Takyria [REDACTED]	Endia [REDACTED]
Nevaeh [REDACTED]	Mi'Yona [REDACTED]	Jonathan [REDACTED]	Malachi [REDACTED]
Antonio [REDACTED]	Trintiy [REDACTED]	Jaylin [REDACTED]	Joseph [REDACTED]
India [REDACTED]	Takya [REDACTED]	McKynzie [REDACTED]	Jeremiah [REDACTED]
	Nyasha [REDACTED]		

Room 207 Small Groups/Tiers: Based on Pre-Assessment				
Group 1	Group 2	Group 3	Group 4	Group 5
Kayla [REDACTED]	Shernece [REDACTED]	Tayshawn [REDACTED]	Asia [REDACTED]	Keaton [REDACTED]
Sasha [REDACTED]	Ja'Niyha [REDACTED]	LaSahna [REDACTED]	Justin [REDACTED]	Henry [REDACTED]
Aniyah [REDACTED]	Brandon [REDACTED]	DesJanae [REDACTED]	Ian [REDACTED]	Kenadie [REDACTED]
Imora [REDACTED]	Jeremiah [REDACTED]	Ranaeshia [REDACTED]	Joshua [REDACTED]	Joshus [REDACTED]
Jeffrey [REDACTED]	Xavier [REDACTED]	Gregory [REDACTED]	Ashira [REDACTED]	

### MAP Results Room 205

Subject	Overall Score						
	131-140	141-150	151-160	161-170	171-180	181-190	191-200
<a href="#">Mathematics</a>	J. Liddell-Starks (139)		T. Hammond (155) E.M. McCullum (155)	T. Davis-Hill (161) M.I. Nearing (161) A.S. Ball (162) T.L. Jones (162) M.N. Durham (168) J.A. Franklin (168)	T. Sears (175) M.L. Smothers (178) N.L. Hamilton (180)	I. Curry (183)	
<a href="#">Reading</a>		T. Davis-Hill (150)	E.M. McCullum (151) J.A. Franklin (152) T. Hammond (156) M.I. Nearing (156) A.S. Ball (157) Z.J. Wilson (158)	N.L. Hamilton (161) M.N. Durham (163) J. Liddell-Starks (165) T. Sears (166)	A.F. McKnight (179) M.L. Smothers (179)	I. Curry (185)	J. Jackson (197)
<a href="#">Language Usage</a>				T.L. Jones (161) A.S. Ball (163)	J. Liddell-Starks (173) T. Sears (173)	M.L. Smothers (189) I. Curry (190)	

# Thank You

Melissa Scott, Principal-Coleman A. Young Elementary School, DPSCD

<http://cay2.weebly.com/principals-corner.html>