



Reform Redesign Report

Douglass Academy for Young Men

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?

Frederick Douglass College Preparatory Academy for Young Men is an all-male school for 205 students in grades 6-12. The school is located in a former comprehensive high school with a large physical plant; half of the space is allocated for District services staff. We are located near Wayne State University and the hub of Detroit; however, we are also located in an under-populated area with few residences. The school met AYP in 2008/09 and 2009/10, but has not achieved its goals in 2009/10 and 2010/11. We offer small class size and individualized learning. The majority of our students have economic disadvantages; 41% are students with disabilities.

Our challenges are to increase our student population so that we can offer more programs and enrichment opportunities in co-curriculars and sports. We have an unusually large percentage of students with disabilities (IEP's) which increases our challenge to meet the needs of ALL students and to achieve general education standards. Our data indicates that we have a large percentage of students who are below grade level in math and reading. Our challenge is to address these deficits in order to make our students more college and career ready.

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.

Our vision: Frederick Douglass College Preparatory Academy for Young Men strives to prepare our students to be competitive for good careers in our highly diverse world, to develop their critical thinking skills and content knowledge, to enhance their talents and interests, and to prepare them for responsible citizenship.

Our mission: Our mission is To Care, To Customize, To Challenge each student. We will demonstrate our caring by valuing our relationships with our students and their families; we will customize by responding to the academic, social, emotional, and environmental needs of each individual student; and we will challenge each student by instituting the most effective classroom practices, based on research, and we will stay current regarding new standards and new content that are important in our 21st century world.

Our Beliefs: We believe that all of our students have untapped potential. We also believe that their parents are critically important in the academic success of their children. We believe that strong partnerships with the community will advance our work significantly with our students. We also believe that the social and emotional supports, academic interventions, and accelerated programs will be critical in supporting our students during their journey toward a positive 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.

Frederick Douglass Academy offers a private school atmosphere in a public school environment. Our dress code consists of monogrammed business blazers, dress shirts, ties, and dress shoes that students wear each day. Our daily attendance is over 80%. The students attend school not only for the academic rigor but for the championship chess team, JROTC, Football, Basketball, 21st century program and City Council President Charles Pugh's leadership program. Our overall goal which we strive for is to have all of our students be able to think critically and creatively. We will approach this by increasing all students vocabulary through reading across the content areas, word charts, word calenders, word games and a book club for students to participate in.

Additional Information

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

Our school's namesake, Frederick Douglass, was a 19th Century Civil Rights Leader and Abolitionist, who became a leader of the abolitionist movement. He gained notoriety for his powerful oratorical style and incisive antislavery writings (for example, "Without a struggle, there can be no progress."). Detroit Public Schools has gone through and is going through a struggle. The staff and students of the Frederick Douglass Academy of Young Men intend to see progress in all fields of human endeavors. We are dedicated to helping our students matriculate through enriched, performance-based and differentiated learning environments to become the leaders of today and tomorrow.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Berry Greer--Principal, berry.greer@detroitk12.org

Christopher Bryant--ELA Teacher, christopher.bryant@detroitk12.org

Irma Hamilton--Michigan State Intervention Specialist, ijhamilton@att.net

Quan Neloms--Social Studies Teacher, quan.neloms@detroitk12.org

Jeanette Pettway--Lead Special Education Teacher, jeanette.pettway@detroitk12.org

Marquita Reese--Math Teacher, marquita.reese@detroitk12.org

Sheryl Rucker--Science Teacher, sheryl.rucker@detroitk12.org

Terry Strauss--JROTC Instructor, terry.strauss@detroitk12.org

Sharon Strean--School Improvement Coordinator with Wayne RESA, sws0310@aol.com

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.)

Based on our data and research from the Center for Improvement and Innovation, we determined that:

Two-hour Professional Learning Communities (PLCs) will meet on the second and fourth Wednesdays of each month. The PLCs will be organized around grade and content level teams and will be used as part of a collaborative governance model. In addition, recognizing the importance of other systems that are part of the infrastructure of support, we will organize these groups into PLCs as well. These departments would include teams working on 1) Attendance/Tardy/Discipline, 2) Counseling & Affective Supports, 3) Technology, 4) Parents & the Community, 5) Co-Curricular/Sports/Special Events. The need for the formation of these PLCs was based on achievement data from standardized tests, and process data from our staff and student surveys. Teams will use the meeting time to analyze data relevant to their PLCs and write action plans for their specific area of focus. Sign-in sheets, agendas and minutes will serve as evidence of implementation. A need for the formation of PLCs was driven by our staff's perception data, which indicated that 41% (18/44) felt that the faculty/staff does not engage in reflective dialogue with each other to at least a large degree. Furthermore, 29.6% (13/44) of staff members felt that the staff does not engage in collaboration to at least a large degree.

We will plan our instruction and assessment programs to increase our alignment with the Common Core State Standards (CCSS), as well as provide for vertical articulation between grade levels based on ACT standards that are vertically aligned. A review of achievement data (our students' ACT scores, MEAP, STAR Reader, STAR Math) indicates that our core subject area instruction is not currently aligned with the CCSS. For example, on the MEAP in Fall 2011-12, 31% of our students scored at a proficient level in Reading, 13% of our students scored at a proficient level in Writing, 13% of our students scored at a proficient level in Math, and 0% of our students scored at a proficient level in Science. It is clear that we must make aligning our instruction to the CCSS a priority. By February 1 of the current school year, all core content area teachers will complete the online Survey of Enacted Curriculum (SEC), which will be used as a tool for self-assessment of instructional practices. Using the data reports from the completed SEC, teachers will shift their instructional practices to align with the CCSS. Teachers will also be encouraged to seek professional development opportunities that focus on the areas of instruction where they have given the least amount of instructional emphasis compared to the ideal instruction model provided by the SEC.

We will implement Response to Intervention program components as a means of setting up a multi-level framework to support students who are at-risk for poor learning and behavior. We have identified that we have a large at-risk student population based on demographic, achievement and perception data. 83% of our students participate in free and reduced meal programs, which is a major indicator of being an at-risk student. Additionally, 41% of our student population is comprised of special education students, so RTI was identified as a program that would address the interventions needed to reach these students and raise their achievement. We will use teacher recommendations and/or requests from students and parents to identify students who need the Tier II and Tier III supports. Achievement data will be used to measure student progress. We will use the three-tier model of Tier I (best practices in general ed classrooms), Tier II (interventions for those with moderate need of specialized programming), and Tier III (interventions for those with intensive needs). We will implement our Tier II and III supports by October of Year 2.

State what data were used to identify these ideas.

The data used to identify these ideas included a review of the results from our 2011 MEAP, ACT/MME, STAR Reader/STAR Math assessments taken by our students in September 2012 (providing us with Achievement Data), a Culture/Climate Perception Survey administered to our staff and students in September 2012 (Perception Data) and data about our student population that was provided by our school district (Demographic Data). Results indicated the following:

- STAR Reading results indicate a wide discrepancy between grade level and actual skill level proficiency. A significant number of students are functioning below their grade level in core academic classes. STAR Reading results indicated that: 58% of 8th graders, and 50% of the 9th graders scored below 4th grade. 40% of 10th graders, and 40.5% of 11th graders and 38.5% of 12 graders scored below 5th grade.
- MEAP results indicated student weakness for grades in 6-8 in Word Study, Narrative Text, Informational Text and Comprehension. Student weaknesses were also noted in grades 6-8 in Rational Number Operations, Expressions and Equations, Properties of 3D Shapes and Connections. Additionally, 60% of 9th graders were not proficient in Social Studies.
- 7th grade results indicate that 78.6% students are not proficient in Math, 66.7% were not proficient in Reading and 28.6% in Writing.
- 8th grade results indicate that 73.6% of students were not proficient in Math, 15% not proficient in Reading (but 60% were partially proficient), 84.2% not proficient in Science.
- MME results indicated that of the 32 students who took the MME the following number were not proficient: 21 students in Math, 18 students in Reading, 31 in Science, 21 in Social Studies and 29 in Writing. Additionally, the ACT Composite Score was 14.8 and ACT College Readiness Benchmarks score was 0%.
- The 4-year Graduation rate was 68.1% and the Dropout rate was 14.5%.
- 41% of our student population is identified as needing special education assistance.
- 83% of our student population participates in free or reduced meal programs.

As a result of the overall data dialogues and data review it is apparent that there is an urgent need to operate differently to ensure that the school is meeting the needs of all students and that students are achieving at high levels. The Collaborative Governance model will provide a network of support for students and parents via the RTI multi-level framework, which is comprised of all stakeholders. Development of PLCs (based on the research of Dr. Richard DuFour) will meet the needs of staff and allow time for collaboration on the CCSS, vertical articulation and data dialogues. It is a concise, collaborative approach focused on student achievement we believe will make a positive difference for our school.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Mr. Berry Greer was assigned as Principal of Frederick Douglass Academy for Young Men in August 2012 by Detroit Public Schools. The school's former principal, Mr. Sean Vann, was replaced in November 2011 by Ms. Dedria Willis, who was named Acting Principal for the remainder of the school year.

Mr. Greer has demonstrated consistent and distinguished performance at his previous schools and as an Army officer. Mr. Greer has set a clear vision for Douglass Academy and is using a collaborative governance model to ensure shared leadership throughout the school. This model comes from the Center for Improvement and Innovation (www.Centerii.org). Additionally, the school district set up a "Transformation University" program that he is attending twice a month from September 2012 until January 2013. These eight (8) all-day professional development sessions are designed to support principals of turnaround schools.

Mr. Greer's diverse educational background has given significant experience as a change agent in struggling schools. As a result of his success in his former positions, Detroit Public Schools entrusted him to turn around Frederick Douglass Academy. These previous experiences include:

--Worked six years at Redford HS (2001-2007) as Dean of Students, he brought significant changes in the school environment, making it safe and orderly. His deft handling of student discipline not only brought order, but helped students learn from their behavior. His understanding of due process and procedural requirements protected the District from legal issues. The result was improvements in the school climate and culture which improved conditions for student learning to occur.

--Promoted in 2008 to Assistant Principal at Northwestern High School. As a result of many school closures this year, Northwestern registered many new students from as many as four closed high schools in the Detroit area. This movement of high numbers of new students created unique challenges to the school. Rising to the challenge, Mr. Greer handled behavior problems promptly before they became irreversible. However, guided by Best Practices from NASP (National Association of School Psychologists), he implemented proactive behavior support systems (violence prevention, mentors, in-school suspension, social skills training, and teacher support teams) which improved behavior and attendance at the school.

--Because of his success, Mr. Greer was promoted to Principal of Crosman Alternative School (grades 9-12) in 2009 by Superintendent Dr. James Ray who was responsible for School Leadership and Accountability for Detroit Public Schools. In this key leadership position, Mr. Greer again brought order and safety to one of Detroit most challenging high school situations. Success was achieved with limited resources helping many students to graduate. Transcripts were reviewed and corrected to reflect honest grades obtained and denote the students' proper grade level.

--In 2010, Mr. Greer was re-assigned by Dr. James Ray and his leadership team as Principal of Barsamian Alternative School, where population was comprised of students who had been removed from the regular public school setting because of violent behavior. He enforced attendance rules strictly and uniformly for staff and students and accomplished results tactfully without creating friction.

--Reassigned by Mrs. Shirley Mobley-Woods, Associate Superintendent in 2011 to change the climate and culture of Detroit City High School, an alternative school. The school's benchmark test scores improved that year. Additionally, he instituted a school-wide testing of the ASVAB of all students to provide students with more options after High School. All adults in that building made maximum contributions towards the success of student achievement and teamwork.

--Reassigned by Mrs. Karen Ridgeway, Superintendent of Academics in 2012 to Frederick Douglass Academy for Young Men where his goals are to model leadership, promote good behavior, develop an organizational culture that fosters vibrant teamwork, and most importantly, improve student achievement, promote good character, and appropriate social skills which will make the students life and college-ready.

--For the past four years, Mr. Greer has been serving as night school principal for a Second Chance program for 16-19 year olds which

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enables them to finish high School. The program has helped over 100 students obtain their diploma through Northwestern High School. We have had no major incidents with the night school population and day students.

--Lastly, worked as administrator-in-charge for the past six years in summer school sessions at various locations and performed well with staff and students. This has built personal accountability and the willingness to accept more responsibility.

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

Evaluation Process/Tools

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

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

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

Teacher Evaluation Tool/Process

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

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.

The Teacher Development and Evaluation Rubric

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

In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP,

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

Principal Evaluation Tool/Process

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

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

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

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 following indicators:

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

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

The staff of Frederick Douglass Academy for Young Men has established a plan to identify and reward school leaders, teachers, and other

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staff members who have increased student achievement. The fundamental component of this plan will involve analyzing student data to determine student progress. These data pieces will include the STAR reader and math assessments, the district-wide MAP test, and MEAP data. The analysis of data will provide indicators as to the rate of student growth in the school.

Staff members who reflect the most growth in student achievement, or maintain high levels of student achievement, will be eligible for the following rewards:

- Recognition in weekly notes, school newsletters and on bulletin boards in/near the school office
- Priority parking spots on a monthly basis
- Selection for participation in professional development conferences and workshops
- Presentation opportunities for in-school professional development activities
- Inclusion on the school improvement team in future years

Our school's administrators will explain the increased achievement reward plan to the staff to ensure that the plan is fair and transparent. Administrators will examine the data to determine which staff will receive recognition/rewards and to ensure that the achievement data will remain confidential. Funding of rewards such as conferences will be provided through the school's Title 1 budget.

The school will develop a plan to remove staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes that is in compliance with district directives and the contract with the Detroit Federation of Teachers. Teacher effectiveness will be determined through classroom observations and student data analysis. Poor student attendance and students with learning disabilities will be taken into account when evaluating the effectiveness of instructors.

Teachers will receive feedback on PD360 after each observation by administrators, along with suggestions for relevant PD360 videos to watch which will improve classroom practices. Instructors will be given opportunities to observe colleagues in their classrooms, and instructional specialists will be available to assist teachers in areas that are in need of improvement. Staff will also be urged to take advantage of professional development workshops that focus on areas of improvement.

The district will remove teachers who are identified as being ineffective based on their end-of-year PD360 evaluation.

As stated in the previous section, in August 2010 the district changed the employment agreements for all principals as well as the 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 set by the District as measured by the State MEAP/MME. Targets will be composite as well as specific for each subgroup measured by the state examinations/assessments.
- 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
- Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

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

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

Our professional development program, which will include job-embedded PD and on-going, systemic experiences for all staff, will support our goal to create strong Tier I classrooms where teachers demonstrate the most effective instructional practices, especially in the areas of collaborative learning, differentiation, and engagement.

All teachers will receive job-embedded PD in our Big Ideas (PLCs, Alignment to the CCSS and RTI framework components) in Year 1 of our transformation plan.

All teachers will also be trained in a Collaborative Inquiry Cycle that will teach them how to dialogue, discuss, and make decisions based on data (using the Lipton/Wellman model). In addition, they will receive training in how to write and use formative assessments during their PLC time.

Administrators will receive professional development to broaden leadership skills that will enable them to create the conditions for staff to become more reflective, grow and develop as professional educators.

Key teacher leaders, who will be identified by the school administration based on their teaching practices and commitment to successfully transforming our school through following the school improvement plan, will have opportunities to learn more about leadership from their own action learning and other PD, as well as mentoring and modeling by the principal. This will include PD regarding our Big Ideas (PLCs, Alignment to the CCSS and RTI framework components), with the objective being that these PD sessions will be used for them to become familiar enough with the concepts that they will be used as mentors/coaches in the building. As of now, less than 10% of staff members have more than just basic knowledge of these components of our plan.

The whole school team will learn more about the new interim assessment program (MAP) that Detroit Public Schools has instituted in 2012/13 as more information becomes available. Achievement data from this new assessment program will be used during content and grade level team meetings for instruction decision-making based on analysis of the data.

Decisions for PD were based upon needs of the building-level staff members and the analysis of the Achievement Data collected from the aforementioned MEAP, ACT/MME, STAR Reader and STAR Math assessments, Process Data from teacher evaluation, and Perception Data from the staff surveys. District PD activities are aligned to the State Professional Development Standards.

We have also developed a three-year professional development plan based on our Three Big Ideas for Year 1, 2, 3 (NOTE: a more specific PD calendar is attached to this document):

YEAR 1 focused PD for ALL STAFF:

Big Idea #1: Collaborative Learning (Professional Learning Communities) and Collaborative Governance Model

☐ Learning to work effectively in a Professional Learning Community

☐ Shared Leadership - Working Together to Lead Learning

Big Idea #2: Aligning instructional practice to the Common Core Standards

☐ Understanding the Common Core Standards (Literacy Standards for ELA, Social Sciences, Science and Math Standards) and the Six Instructional Shifts"as part of our PD day on November 6 for all reform schools in Wayne County, we spent four hours in subject-area workshops that focused on the CCSS and the Six Instructional Shifts.

☐ Teaching Vocabulary (Academic Vocabulary - Common Core Standard)

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☞ New Common Core Assessments - Implications

Big Idea #3: Response to Intervention (RTI) - Multi-Tiered Instruction/Intervention

☞ What is Response to Intervention? Understanding the Framework

☞ Data Dialogue - Lipton/Wellman

☞ Formative Assessment

☞ Differentiated instruction

PD for Counselors: RCT Protocols and Data Collection

PD for Special Educators: MI ACCESS and MEAP Assist Curriculum

☞ YEARS 2 & 3: We will move into more training on Common Core and refine our processes in gathering, storing, analyzing and using data. We will also increase work with complex text, and design more training in instructional strategies that align to the Common Core: inquiry, higher-level thinking, and questioning. With more data that we will gather from our Tier II and III interventions, we will assess new ways to provide support both within the classroom and in after-school support programs and provide aligned PD based on that data. With the high number of students with disabilities, we will look at co-teaching model along other support systems that will accelerate their learning. Meeting literacy and math needs of students with significant disabilities (i.e. hearing impaired and ASD populations) will be included in either first or second year.

☞ PD on inclusion and the co-teaching model.

☞ Using the power of technology to engage students, enhance instruction, and provide individualized programming.

The design for these PD opportunities is for staff to attend a large group presentation on a specific topic (with exceptions that are mentioned above) and then work in their PLC teams to implement literacy and/or math strategies that are supported by Best Practice research (as reported by What Works Clearinghouse). Written action plans for team implementation will be recorded. Administrators will use walk-through data to substantiate the implementation of the training. In addition, staff will do peer visits that are non-evaluative so that each teacher has feedback. In Year 2 & 3 of Priority School status, content coaches in ELA and math will be available to serve teachers. Where possible, the Master Schedule will be arranged to provide common planning time so that teachers can have data dialogues, vertical articulation and strategize together. In the second year, Literacy and Math coaches will be provided to staff.

By the end of Year 1, each teacher will develop a plan to differentiate at least one aspect of professional learning, set goals for the 2013-2014 school year and set up differentiated measures to be implemented in the classroom for the next year as well.

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

The teachers and staff of Frederick Douglass will have opportunities for career growth and development through various opportunities in the areas of training, special partnerships, recruitment and incentives.

Training. Mandatory professional development trainings coordinated by FD staff (is there a particular committee or is it the administrators) in conjunction with the Detroit Public Schools Office of Professional Development headed by Associate Superintendent Veronica Brown, will be

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offered on a quarterly basis. Training programs will be offered for school leaders, high qualified paraprofessionals and teachers, and for those seeking state-certified continuing education credits. Staff will also have an opportunity to "shadow" others in the position to which they aspire. Shadowing will include providing guidance to the employee on the type of education/training needed to successfully qualify for the position.

Career Growth Opportunities. Staff will also be offered the responsibility of working on committees such as the School Improvement Plan team, coordinating the work of particular departments and divisions within the school and district-wide, which provides insight into management level responsibilities.

Special Partnerships. Frederick Douglass, with support from the Talent Acquisition Department (TAD), will enhance its University partnerships and expand upon its community-based relationships for the purpose of sourcing highly effective Teaching staff. These programs include:

• **Project Pathways Transition to Teach Grant Program:** A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Frederick Douglass in increasing the pool of qualified teachers.

• **Michigan State University's Urban Immersion Teacher Program:** Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, which includes Frederick Douglass, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education which will facilitate DPS' access to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars as well as receive in-depth exposure to DPS Transformation School's communities and resources.

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

Recruitment. District recruitment efforts, including those of Frederick Douglass, recruitment efforts will focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants"job fairs, presentations at teacher training institutions and regional meetings are typical. Frederick Douglass will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes.

Incentives. Teachers working to improve their professional practice and raise student achievement will be offered contracts lasting more than one year, an effective tool in retention and attraction. Additionally, instructional staff that raises student achievement will receive a coupon for an hour massage at a local center in the area and a gift card to a local restaurant. Other rewards can include a vacation day and a free 'come to you' car wash and a picture on the school's "Wall of Fame".

Flexible working conditions. As part of the 8 hours allowed for after school professional development each month, teachers will be allowed to vote each month if 4 of the hours (the equivalent of 2 two-hour long staff meeting/professional development sessions) can be moved to a Saturday morning during the month. Staff members who have scheduling conflicts with the Saturday meeting could be assigned alternative professional development by the administrative team, such as participating in webinars or viewing and responding to specific video segments on the PD360.com website. Additionally, the adoption of double-block scheduling 1-3 times per week will provide flexible working conditions, as the first hour of the block would be used to follow the district's curriculum pacing chart and the second would be used for differentiated instruction of students using a co-teaching model. Teachers during the second hour of the block can develop their own unit activities that stem from the district-mandated curriculum.

Identification as a Highly Effective Educator. Teachers will be identified as Highly Effective Educators based on the PD360 evaluation tool that is utilized by the Detroit Public Schools. This designation may be used by the district as a criteria component for promotion to administrative positions in the future.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

The new collaborative organizational system will require each Professional Learning Community in the core content areas to gather and study data from the MEAP/MME, STAR Reading and Mathematics, MAP, and Pre-post Assessments, as well as formative assessments and those from the supplemental instruction programs. From this data "dig", the teams will identify areas of weakness both for the whole group and for individuals. From this analysis, the teams will establish objectives that align to CCSS standards, ACT objectives, Next Generation Science Standards when adopted, and state standards in Social Studies that will be monitored by grade level.

In regard to vertical alignment of objectives, Douglass Academy PLC understands the importance of raising the rigor of the common standards each year. Fortunately, ACT, MEAP, Michigan Content Standards, and Common Core all have similar goals and objectives, so vertical alignment of objectives, one grade to the next will not require excessive time. An example of our process may look like this: All ELA teachers will review the ACT Strands and objectives which are scaffolded from 9th to 11th grade. We will administer practice ACT Explore, ACT Plan and ACT and request an item analysis. Our PLC content/grade level teams will analyze the data and make decisions about which objectives to target. This process will generate specific alignment to the most important objectives and identify both group and individual needs. Intervention teams will support the Tier II and Tier III (RTI) needs using this data. Since ACT is a college readiness assessment and the CCSS are imbedded in this test, we will explicitly integrate some of the Common Core standards into our conversations as our PLC teams generate ideas about teaching strategies and activities.

Our data team will collect data on our students' progress in all grades toward the objectives of their grade. These assessments will include summative (MEAP & ACT/MME, plus MI-ACCESS and MEAP ASSIST), interim (MAP, STAR Reading and Star Math) and formative data (criterion based assessments teacher-created). During PLC time, staff will write formative assessments which will include both pre and post tests. That data will guide instructional adjustments. Using that data, we will create tiered support programs that are well researched, and implement instructional programs that are research-based and aligned from one grade to the next, as well as with state standards. We will do this by gathering and using summative, formative, and interim data to monitor student achievement and behavior.

The school will supplement the District's core curriculum with additional resources, such as those cited in Maine Impact Study for Technology in Mathematics (2008) and SySTEMically Improving Student Academic Achievement in Mathematics and Science article by Kevin Mason, et al (2012). The online simulations in Gizmo's and virtual labs help students to visualize science and math concepts that are often difficult for students.

The Gizmo's found on www.explorelarning.com web-based site offer a variety of mathematics and science simulations that are aligned to the CCSS and have grade levels 3-12 that allow teachers to strengthen students deficiencies identified from the data reviewed. Additional supplemental instructional programs that ELA/Reading, Social Studies, Mathematics and Science content teachers will use are Accelerated Reading, Readers Journey: A Novel Based Approach to Learning and ACT Prep programs like Key Train where students in grades 8-12 will take diagnostic tests to identify standards and objectives that are deficient.

These supplemental instructional programs will allow students to be self-guided and self-paced during the 30 minutes DEAR time set-aside during the lunch hour. Students will either read approved AR book, take AR tests, log-in to ACT Prep site and complete at least one module

or lesson. Students are monitored by the Student Services Aides, Technology Aide, and Core Content Area teachers. A report will be generated to determine student's active participation and measure overall progress monthly.

Over the three year period the most effective instructional practices will be identified and archived by the PLC's for future use. Teachers will review research on their instructional focus areas and continuously seek additional professional development that can promote student achievement individually and as a group.

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

As part of our new collaborative governance model, we will have a School Leadership Team and a data team whose function will be to gather and store ALL the data and prepare relevant packets of data for each of the Professional Learning Communities. This will include packets of data for grade and content level teams. This data will include summative and interim assessments along with other process data that is relevant to their instructional work. Data will include group and individual data profiles from the Golden Package and may include all or some from the following sources: MEAP, MEAP-ASSIST, MI-ACCESS, MME/ACT, STAR Reading, STAR Math, Brigance Assessment, NWEA-MAP.

The data team will receive professional development on data dialogues, utilizing the Wellman and Lipton Collaborative Learning Cycle and they in turn will train the staff in the PLCs how to talk about data, analyze it, and make decisions. The data team will also manage the data room, which will be prepared for data meetings. In this room, there will be visual displays of data which will be present for all to view. Summative data and state assessments will enable us make yearly plans; interim data will determine if we are progressing toward our major targets; formative data will provide teachers with daily, weekly, and monthly data on their instructional progress toward unit/interim goals. Given our school achievement data--which indicates over 50% non-proficiency in all core areas--we know that we will need significant differentiation and Tier II and Tier III supports.

The aforementioned data room has been designated for staff usage. Data in the form of charts and graphs will line the walls of this room so that staff can visibly see trends and progress as they dialogue and modify/adjust instructional practice. Public data walls will display attendance, performance and

Teachers, in their PLCs, will use the Instructional Learning Cycle, which includes a protocol for the grade or content team to look at their data, which will lead them to an action plan with strategies for Tier I and Tier II instruction. Intervention teachers, i.e. special ed, will also look at data for those in need of intense intervention. Based on the analyzed data, teachers will decide on specific objectives to teach, develop common strategies and activities that address achievement deficiencies, write pre- and post-formative assessments, discuss outcomes with the team, and adjust to re-teach and group students accordingly. The PLCs will meet twice a month, on every other Wednesday as part of staff meetings.

RTI (Response to Intervention) will be an approach that Frederick Douglass Academy for Young Men will incorporate, using the Three Tier model, to identify and support students with learning and behavior needs. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student data via assessments. It is extremely important that Frederick Douglass Academy for Young Men use Tier Instruction that includes a variety of resource materials for the Common Core Standards.

To support skilled implementation of RTI and differentiation, all staff will receive professional development in how to include RTI in their classroom, and the school will be trained to develop high quality Tier III interventions. Our PLC and collaborative governance structure will provide teachers with the time on a regular, on-going basis to discuss successful strategies and to use each other's experience to provide a

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variety of opportunities for students. Data will be a centerpiece of our decisions. The School Leadership Team, comprised of the principal, key administrators, and key teacher leaders, will monitor effective implementation of strategies and assure that progress is being made throughout the year.

The School Leadership Team will meet twice a month to review and discuss findings. From that collective view of all grade level data, they will be able to determine progress and make adjustments in their leadership. The School Leadership Team will also analyze data collected from our data team regarding attendance, discipline referrals, suspensions, and present behavior plans in an effort to make certain that non-instructional barriers are being addressed.

Finally, as part of our 3-Year Professional Development Plan, all staff will be provided PD on Differentiated Instruction, Learning to Work Effectively in a Professional Learning Community and Understanding the Framework of Response to Intervention [see attached 3-Year Professional Development Calendar for additional information].

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

The district has announced that the school year will be increased four weeks at the end of the year for priority schools. This alone will result in 20 additional days of classroom instruction.

The school will extend learning time within the existing school day by implementing the following plans:

Extended Learning Time: Detroit Public Schools will add four weeks of instructional time to the current calendar. The bell schedule at Douglass is 8:00 - 3:10 with a 30 minute lunch, which was formerly 60 minutes. This schedule change for 2012/13 adds 100 hours to instructional time. This extra 30 minutes resulted from our decreasing the lunch hour from one hour to 30 minutes. During this 30 minutes, students will be actively engaged in academic pursuits, such as working in their online programs (ACT Online Prep), engaging in fluency work with our Drop Everything and Read, along with our DRAW (Drop Everything and Write) Program, and other academic activities. In regard to preserving time in the classroom, those who do walk-thru's will be monitoring that class begins in a timely fashion, that transitions from one activity to another are speedy, and that the class ends one to two minutes before the dismissal bell rings. We expect to preserve many minutes per day by emphasizing on-task academic time and by monitoring its implementation. In regard to flexible use of time, we will allow teachers in blocks to use the second block to differentiate more deeply with alternate materials and to include special education teachers in small group support. This time and grouping will be using our RTI model of tiered instruction. We expect to be able to accelerate all of the students, including those who are above grade level.

Enrichment Activities: Based on student and community interest surveys, we have over 25 clubs and co-curriculars as well as a full high school sports program. Time for these activities has been included in our financial plan so that coaches and teacher advisors receive compensation for their time. Our Parent Group (LSCO) is active in suggesting ideas for promoting achievement and programs for both parents and the whole family. To monitor the effectiveness of all of our parent programs, we will survey regularly to determine their satisfaction in our programs.

Additionally, there will also be increased collaboration time for teachers in the form of weekly two-hour meetings on Wednesdays after school. Teachers will meet in PLCs during this designated time, in which they will work together to meet objectives as determined by the school administration and School Leadership Team.

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

Frederick Douglass Academy for Young Men has put in place several programs and events that are designed not only for the participation of presently enrolled students, but also to provide continuous engagement of their parents and the community as a whole. These include:

ENGAGEMENT WITH PARENTS:

--An orientation session for new and returning parents before the start of the school year, where parents could meet the principal and staff members.

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- An open house was held in early November, where parents could meet with their student's teachers to get a deeper understanding of teacher expectations, grading policies, curriculum, etc.
- Allowing for 24 hour access to parents and students via the district's online gradebook.
- Utilization of the "Big Mouth" phone system to communicate attendance and progress issues with parents.
- Monthly LSCO meetings where parents can meet together to dialogue about school issues and plan school activities.
- Social events for parents, such as pancake breakfasts.
- Parents are sent home letters with their student to inform them of future events and current information.
- A school newsletter, "The Hurricane News," contains information about school news
- Personal phone calls from administrators and teachers regarding academic progress, behavior and any other concerns (both positive and negative).
- Our attendance agent speaks and meets with parents about student attendance issues.
- We are involving parents in the education process by conducting two workshops for them to help their students, one on common core expectations and one on homework support.
- We will develop surveys to gather more information from parents regarding ways they want to be involved in the decision-making process of the school.
- Monthly STEMM (science, technology, mathematics, and medicine field trips) for students in grades 6-12th as well as their parents.
- In January 2013, we will start institute a Parent of the Month Award , given to parent(s) who have been actively involved in moving the school forward by committing time and resources both inside and outside of the school.

COMMUNITY COMMUNICATION & OUTREACH PROGRAMS:

- We produce "The Douglass Orator" page as part of The Detroit Free Press' high school journalism program, where we speak to the community about our school through student-produced articles and photographs.
- Community members may find the latest news about our school at our school-produced website "The Eye of the Hurricane" (www.fda201.com)
- Making door-to-door contact with the school's neighbors, most recently by surveying them about a planned community garden.
- Announcements about Frederick Douglass Academy that are displayed on the marquee found in front of our school.
- We will increase the news releases to the district and other media sources to publicize our school and achievement.
- We plan to notify our neighbors about future LSCO meetings so that they may attend them.

COMMUNITY PARTNERSHIP PROGRAMS:

- Charles Pugh Leadership Academy and job recruitment 12th grade. Students have the opportunity to learn/enhance employable job skills, develop resumes, practice public speaking and dressing for success as part of a program developed with the office of the Detroit City Council President.

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- Wayne County Prosecutor's office, dealing with crime prevention, cyber-bullying and other pertinent student issues.
- Children's Aid Society, to help families with social work, drop training for parents and meeting housing needs
- A mentoring program with Detroit Advocacy Program in conjunction with Wayne State University
- An Upward Bound chapter sponsored by Central Michigan University, which provides support for potential first-generation college students.

- Recreation partnership with Youthville (City of Detroit)
- Partnership with Cranbrook Upward Bound 8th & 9th grades, 2013. Students will live in dorms, attend classes and study for the summer months.

- Partnership with DAPCAP (STEMM)- Year long in school and Saturday program. Students and parents participate in STEMM -related projects during the school day and also on the weekends at local area colleges and universities throughout Michigan.

- Partnership with University of Michigan Ann Arbor 9th - 12th grade relationship, yearlong. Students and parents participate in campus outings that enhance their awareness of various opportunities in the fields of technology and engineering.

- Ben & Jerry's Ice Cream job training, 8-12 graders. Students will learn customer service skills, operational skills for opening and closing a business, finding the best jobs for their interests, how to manage money and how assess their job performance.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

For example, as previously mentioned in our plan, we will use flexible double-block scheduling in the math and ELA content area courses 1-3 times per week as means of promoting differentiated learning for all students using a co-teaching model.

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

Detroit Public Schools has put the following positions in place to ensure that the school receives ongoing support:

Detroit Public Schools has created an Office of School Turnaround to ensure that the school receives ongoing support. This office includes the following staff:

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

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

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

Additionally, the district has designated March 19-20, 2013 as Professional Development Days for staff member and those professional development opportunities will be announced by the school district as those dates approach.

Teachers and administrators will also individually have professional development opportunities that are offered to them by the district. The calendar of PD workshops for teachers and administrators can be found at www.solutionwhere.com/dps and new workshops are announced monthly, so staff members are encouraged by the district to check the website periodically to view additional support opportunities.

Once a month, Principal Greer will meet with ISD, MDE, and MSU representatives and coaches.

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	The teacher and leader evaluation criteria developed by Detroit Public Schools is attached. DPS Teacher Evaluation_Process_Manual(revised).pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Calendar Professional Development.docx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	No	We are currently working on this school calendar.
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	No	We are working to implement this aspect of our school improvement plan at this time.
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	We have monthly departmental staff meetings during which teachers can collaborate, plan and engage in professional development. We are planning to offer cross-curricular professional development opportunities to staff members. NOTE: Attached is Principal Greer's resume. It would have been attached with the first assurance, but we are unable to attach more than one file per section. Berry Greer Resume 2012.docx

Reform Redesign Report

Douglass Academy for Young Men

<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>Attached is the Collective Bargaining Agreement between Detroit Public Schools and the Detroit Federation of Teachers. <u>Collective Bargaining Agreement for SIP .pdf</u></p>
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Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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Overview

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



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

BY THE POWER AND AUTHORITY VESTED IN THE EMERGENCY MANAGER
FOR THE SCHOOL DISTRICT OF THE CITY OF DETROIT, MICHIGAN
("EMERGENCY MANAGER") PURSUANT TO MICHIGAN'S
PUBLIC ACT 4 OF 2011, THE LOCAL GOVERNMENT AND SCHOOL DISTRICT FISCAL ACCOUNTABILITY ACT,
ROY S. ROBERTS, THE EMERGENCY MANAGER,
ISSUES THE FOLLOWING ORDER:

Whereas on or about March 16, 2011, the Local Government and School District Fiscal Accountability Act, Public Act 4 of 2011, ("Public Act 4") was enacted to safeguard and assure the fiscal accountability of units of local government, including school districts; to preserve the capacity of units of local government to provide or cause to be provided necessary services essential to the public health, safety and welfare of citizens; and

Whereas, pursuant to Public Act 4, the Emergency Manager may exercise any powers of the Chief Administrator, Superintendent and or the Board under the Michigan Revised School Code, State School Aid Act; or any other law which prescribes authority to the local Superintendent or School Board; and

Whereas, pursuant to Public Act 4, the Emergency Manager has broad powers in receivership to rectify the financial emergency and to assure the fiscal accountability of the school district and its capacity to provide or cause to be provided necessary educational services essential to the public health, safety and welfare; and

Whereas, pursuant to the Teacher Tenure Act, MCL 38.93, a school district employing teachers on continuing tenure shall ensure that teachers are provided annual year-end performance evaluations in accordance with section 1249 of the revised school code; and

Whereas, MCL 380.1248 et seq., of the Michigan Revised School Code; which applies to policies regarding personnel decisions involving reduction in force,



layoff, elimination of positions and recall of teachers as well as staffing and program reduction:

1. Prohibits the use of length of service or tenure as a primary or determining factor in personnel determinations as described in the preceding paragraph; and
2. Requires the adoption, implementation, maintenance and compliance with a policy that ensures the retention of effective teachers; and

Whereas, MCL 380.1248 and 380.1249 provide criteria and guidance for policies regarding teacher and school administrator evaluations.

IT IS HEREBY ORDERED:

1. That, the “Teacher Staffing and Reduction Policy” as set forth below shall be adopted by the School District of the City of Detroit effective July 1, 2011.

NEW POLICY

Teacher Staffing and Reduction Policy

It is the policy of the School District of the City of Detroit that all teacher personnel decisions shall be based on retaining effective teachers in accordance the Michigan Revised School Code. The effectiveness of teachers shall be measured in accordance with the District’s performance evaluation system and shall be based upon the following factors:

1. Individual performance shall be the majority factor in making personnel decisions, and shall consist of, but is not limited to, all of the following:
 - A. Evidence of student growth, which shall be the predominant factor in assessing an employee’s individual performance.
 - B. The teacher’s demonstrated pedagogical skills, including at least a special determination concerning the teacher’s knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

As of 2009, Michigan law requires districts to evaluate teachers and administrators annually using student growth as a significant factor:

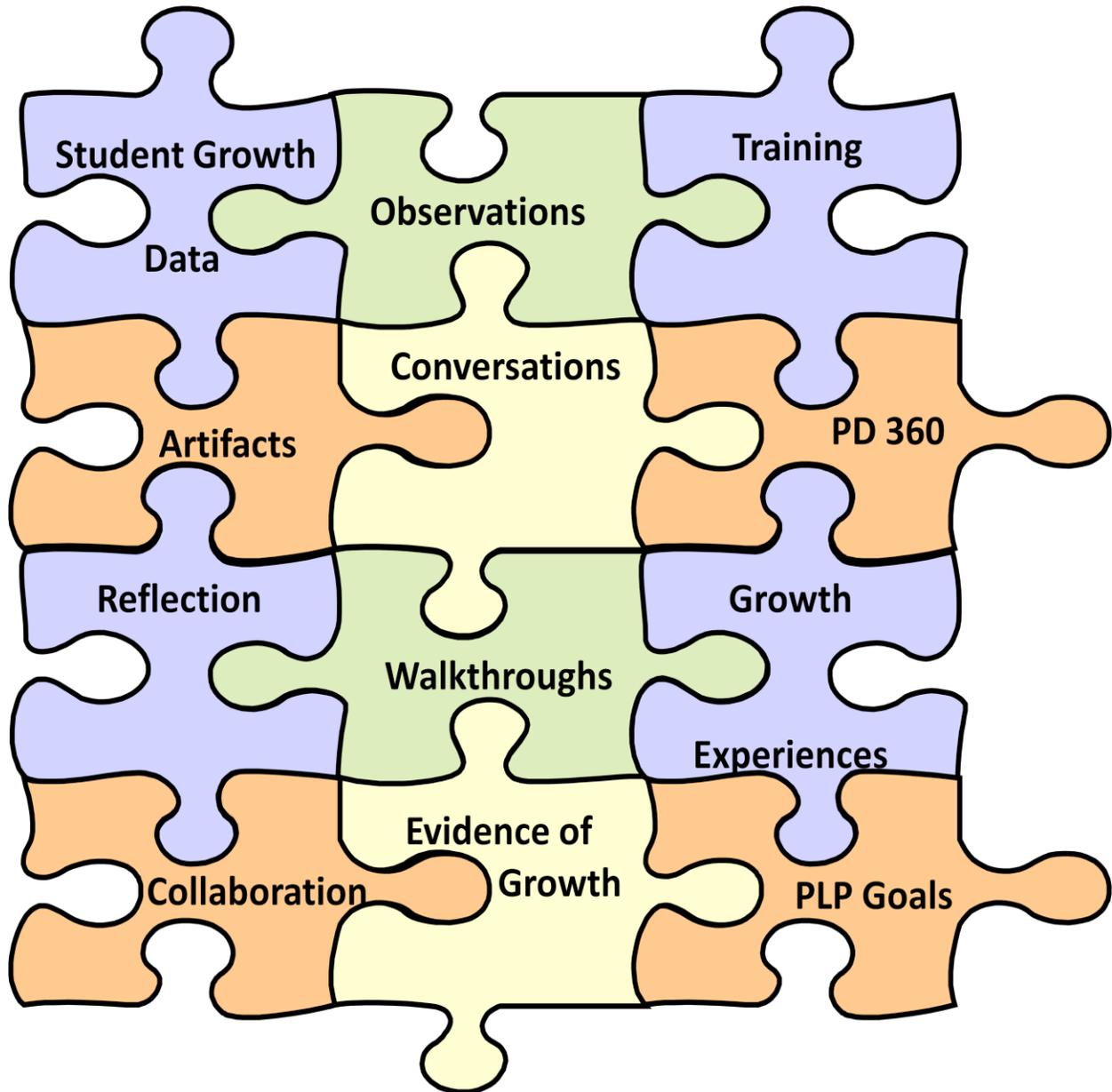
380.1249 Performance Evaluation System.

With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that:

- (a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
- (d) Uses the evaluations, at a minimum, to inform decisions regarding:
 - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
 - (ii) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
 - (iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
 - (iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

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

II. Student Growth as Predominant Factor

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

III. Classroom Management

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

IV. Relevant Special Training

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

V. Educator Responsibilities

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

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:
ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND
CONTRIBUTIONS



Performance Level Ratings

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

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

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

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

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



Student Growth Information

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

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

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

LIST OF DATA SOURCES

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



Observer Guidelines

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

September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



November-April (may begin sooner, if all of the above are completed)

Support and assist teachers

- Recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to your Assistant Superintendent
- Recommend PD360 videos to support professional growth
- Conduct additional observations as needed/desired
 - Observations are conducted by the principal or their designee (DFT members are not able to conduct observations)
 - Use Teacher Observation Form (checking “Mid-Year Observation” box) OR Observation360 Electronic template
 - You **must** conduct a Mid-Year Observation (at least 1) for struggling teachers and new teachers
- Encourage and support teachers in implementing their PLPs
- Teacher collects artifacts/documentation to support each core element
- See “Teacher Evaluation At-a-Glance” for additional ideas

April-May

Conduct end-of-year observation

- Use “End of Year Teacher Evaluation” form OR Observation360 electronic template

Conduct teacher conference

- Teacher brings artifacts/documentation as evidence for each core element.
- Determine, share, and record “Element Summary Score” (based on End of Year Observations and Data)

Complete Annual Rating Form

- Determine and record Effectiveness Label per rating scale
- Record Attendance and Discipline information
- Have teacher list Contributions and Accomplishments
- Evaluator and Teacher sign forms

June – June

Year-Round Activities

- Teacher continues to collect artifacts/documentation
- Encourage and support teachers in implementing their PLPs



Request for Assistance and Support

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

NAME OF EMPLOYEE: _____ SCHOOL: _____

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

AREA(S) OF CONCERN:

<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

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

- Data Analysis
- Implement PLP
- Observations
- PD 360
- Peer Support
- Professional Development
- Reflection
- Work with Content Area Specialist
- Work with Professional Development Specialist

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

PD360 and OBSERVATION360

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

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

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

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

FORMS

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

- A. Knowledge of Subject – In order to show expertise in demonstrating an extensive knowledge of the subjects they teach, teachers engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom. They also demonstrate accurate knowledge in the content area and provide instruction that is clear and logical. Teachers use in context, a variety of effective techniques, strategies, materials, resources and/or activities developmentally appropriate to develop concepts.
- B. Planning for Instruction – The plan for learning is critical to the teaching and learning experience that yields high results. Highly effective teachers clearly articulate the instructional objectives to students. They plan standards-based instruction through written lesson plans and demonstrate evidence of differentiation in each of the following areas: Cultural, racial, social, abilities when designing the content, process, and product of student work and expectations. Teachers use multiple approaches to appropriately assess student abilities and needs to plan instruction by creating inclusionary environments for students with exceptional needs and abilities. Teachers ensure that there is full utilization of various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media. They implement these effective teaching strategies while incorporating appropriate use of district curriculum and pacing charts in planning and delivery of instruction.
- C. Delivery of Instruction – A teacher has effectively delivered the instruction when students exhibit that learning has taken place. Students are developing their learning through what they do and are able to produce. The highly effective teacher plans and uses different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, abilities, aptitudes, interests, levels of maturity, and achievement of students. A variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities are used throughout the academic day. Teachers know how to engage students to utilize Higher Order thinking skills by analyzing, synthesizing, and evaluating new knowledge in the learning process. Teachers design and use assessments that align with the goals and objectives of instruction and provide appropriate assignments with clear, accurate explanations, directions, and expectations. Highly effective teachers also provide opportunities for struggling students to master content or receive small group or one-on-one instruction. The infusion of instructional technology in lesson planning to maximize student learning is apparent.



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

- A. Designing Assessments for Instruction - The highly effective teacher designs and uses a variety of evaluative/ performance techniques consistent with school and district philosophies to measure student progress such as pre/post tests, logs, portfolios, presentations, student responses, discussion, and more. They maintain accurate and adequate records that document student performance and progress. Communication to students and parents about their performance is ongoing. The teacher also ensures the application of technology to facilitate a variety of effective assessment and evaluation strategies.
- B. Utilizing Assessments in Instruction - Teachers must pay close attention to evidence of student learning. Highly effective teachers recognize assessment as a part of instruction. They monitor student understanding and where appropriate, offer feedback to students. They also instruct students on how to monitor their own learning against an established criteria.
- C. Demonstrating Student Growth – Teachers are able to choose assessments to show that students are progressing after instruction. The highly effective teacher modifies instruction based on student growth and collaborates with colleagues to enhance student growth.

CORE ELEMENT III. CLASSROOM MANAGEMENT

- A. Managing Instructional Time – Highly effective teachers maximize the use of instructional time by engaging students in meaningful learning experiences. They also prepare assignments, materials, supplies, and activities in advance in accordance with their plan. They are highly efficient in the management of whole-group and small-group learning time for optimum learning experiences. The highly effective teacher maintains a smooth, brief transition between lessons and activities.
- B. Managing Student Behavior – Skilled teachers establish routines, procedures, and rules that encourage appropriate behavior and are applied in a consistent and equitable manner. They monitor the classroom and are constantly aware of classroom activities and do not ignore disruptive, inappropriate behavior. In a productive classroom, standards of conduct are clear to students; they know the expectations for themselves and others. Even when their behavior is being corrected, students feel respected; their dignity is not undermined.
- C. Creating an Atmosphere of Mutual Respect - The highly effective teacher creates a culture for learning. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.
- D. Creating and Facilitating a Learning Space – The teacher organizes the classroom to minimize disruption to the learning process, provides safety, support and encouragement and values the strengths of all learners. The highly effective teacher responsibly uses resources (i.e. technology) to build classroom culture and community through the use of online systems such as grade books, calendar, announcements, newsletters, class assignments, etc.



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

<p>DPS Core Elements</p> <ol style="list-style-type: none"> 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities 	<p>Element(s) to be addressed:</p>
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Goals for Elements	Activities/Actions	Expected outcomes and Evidence of Completion	Resources Needed	Timeline
<p>Goal 1:</p> <p>Goal 2:</p>				
<p>Goal 1:</p> <p>Goal 2:</p>				

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



Calculation and Reporting

Each educator must have an effectiveness label reported by June 30th.

Computing Annual Rating for Teacher Performance

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

Ineffective = 0 Minimally Effective = 1 Effective = 2 Highly Effective = 3

Table with 4 columns: Element Name, Rating Score, Multiplier, and Weight. Rows include Element 1-5 and a TOTAL ABOVE row.

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

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

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

Attendance & Discipline

Number of Absences _____

Number of Tardies _____

Disciplinary Incidents _____
(Attach documentation)

Written Reprimands _____
(Attach documentation)

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

Four horizontal lines for listing contributions and accomplishments.

Evaluator Signature

Teacher Signature



RETENTION RATING SCORING

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

The following four categories will have the following ratings:

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

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

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

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

**ATTENDANCE
(for the past fiscal year¹)**

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

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

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

¹ Excluding Approved Medical/FMLA Leave.

Frederick Douglass Academy 3-Year Professional Development Calendar

YEAR 1 (2012-2013)

November 6, 2012—Understanding the Common Core Standards (Literacy Standards for ELA, Social Sciences, Science and Math Standards) and the Six Instructional Shifts. 10:30 a.m.-3:00 p.m. at the Detroit Renaissance Marriott Hotel, sponsored by Wayne RESA.

January-- Learning to Work Effectively in a Professional Learning Community.

February--What is Response to Intervention? Understanding the Framework.

March 19, 2013—Professional Development Day

- Data Dialogue (Lipton/Wellman)
- Formative Assessments
- New Common Core Assessments and Their Implications
- RCT Protocols and Data Collection (Counselors Only)
- MI ACCESS and MEAP Assist Curriculum (Special Educators)

March 20, 2013—Professional Development Day

- Differentiated Instruction
- Shared Leadership—Working Together to Lead Learning
- Teaching Academic Vocabulary (Common Core Standard)

YEAR 2 (2013-2014):

NOTE: Dates to be determined when the district releases the academic year calendar.

- Additional PD sessions on Common Core training
- Additional PD sessions on gathering, storing, analyzing and using data
- Additional PD sessions on supporting Response to Intervention
- Additional PD sessions on Professional Learning Communities
- PD on inclusion and the co-teaching model
- PD on using technology to engage students, enhance instruction, and provide individualized programming.

YEAR 3 (2014-2015)

NOTE: Dates to be determined when the district releases the academic year calendar.

--All professional development sessions will be developed based on scaffolding information from the sessions held in Year 1 and Year 2. These sessions will be determined based on analyzing student data and input from staff perception data, as well as PLC/departmental recommendations.

**Letter of Agreement
between
The School District of the City of Detroit
and
The Detroit Association of Educational Office Employees
AFT Local No. 4168, AFL-CIO**

INSTRUCTIONAL REFORM -- PRIORITY SCHOOLS

The School District of the City of Detroit ("District") and the Detroit Association of Educational Office Employees, ("Union") agree, by their representatives' signatures below, to abide by the following procedures for the establishment of Priority Schools.

The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. The District shall provide all adopted instructional materials to effectively address the educational and instructional needs of students and staff, including textbooks, supplemental supplies, and equipment.

To implement the Priority Schools' educational program it is essential that there be cooperation between the District and the Union, which parties have agreed to accommodate necessary and unusual requirements in order to implement the Priority Schools – creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

This Letter of Agreement ("Agreement") is made by and between the District and the Union for the purpose of establishing certain work rules to govern the operation of Priority Schools. The parameters for the Priority Schools will accommodate the following:

1. The District shall identify the criteria for the establishment of "Priority Schools." Determination of such schools shall be based upon data inclusive of, but not limited to, student performance on standardized tests, student attendance, transiency, chronic discipline and/or violence concerns, and Adequate Yearly Progress (AYP) status, and other provisions identified by No Child Left Behind (NCLB). Priority schools shall not be limited to low performing schools.
2. Schools identified as Priority Schools shall participate in the Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School shall select a School Leadership Team (SLT) as described in the collective bargaining agreement.
3. The District shall determine which schools will be designated Priority Schools. The Principal will be responsible for interviewing and selecting staff at Priority Schools.
4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be pre-determined.

5. In the event a Priority School is unable to fill positions, any qualified member from a lay-off list may apply based on a job posting and be selected regardless of position on the lay-off list. If no one from the lay-off list applies or is selected, the position may be posted on the District's website for external candidates.
6. There shall be an extended day/school year for the Priority Schools contingent upon funding. If the Priority Schools have an extended school year, members of the bargaining unit shall be paid at their regular hourly rate. Any hours worked beyond the regular school day will be paid at the hourly rate and in compliance with the Fair Labor Standards Act (FLSA).
7. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed in this Agreement. The established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.

A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and may be subject to termination based upon the evaluative findings.

8. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, the District shall post the position and the Principal will interview and select a replacement.
9. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, that member shall maintain the same rights as any other Union member and be referred to the Division of Human Resources for placement in a vacancy.
10. District-wide layoffs shall occur in accordance with the layoff provisions of the collective bargaining agreement. However, should the district decide to retain members assigned to Priority Schools who would otherwise be laid off, the member with the next highest seniority shall be released from their current assignment until a vacancy becomes available for which the member is qualified.
11. All other members of the bargaining unit who are laid off shall maintain the same rights as any other member.

For the Union:

Ruby J. Neubold
Louis J. Moore

For the School District of the City of Detroit:

Gwendolyn A. deGuzman

Date: 5/19/2010

Date: 5/19/10

Approved: Robert C. Bobb / RAS
Robert C. Bobb, Emergency Financial Manager