



Reform Redesign Report

Oakman Elementary / Orthopedic School

Detroit City School District

Ms. Cheryl Price
12920 WADSWORTH ST
DETROIT, MI 48227-3757

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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?

Oakman Elementary/Orthopedic School is located in Detroit Public Schools' Southwest Quadrant. We serve students in grades Pre-Kindergarten through Fifth, from the surrounding neighborhoods and also special education students who are bused from the Northwest and Southwest areas of the city. Our student population consists of approximately 95% African-American, 3% Hispanic, 1% Arabic and 1% Caucasian, of which 70% are general education students and 30% are identified as POHI (Physically and Otherwise Health Impaired) students. All students receive free and reduced lunches. Students participate in an inclusionary setting with special education students receiving various related services according to their IEPs (Individualized Educational Plan). General education and POHI classes are self-contained and follow a graded curriculum. Our teachers, paraprofessionals and related service staff and two administrators are all Highly Qualified as determined by the state and federal guidelines. We have a supportive group of stakeholders which includes a small, but active parent organization, community partners (Kendall Homes, Third New Hope, Loyola High School Volunteers, VSA Arts, and Reading Corps Volunteers), on-site support staff (2 nurses, a physical therapist, an occupational therapist, a social worker, a speech therapist, and a psychologist) and support providers-a RESA School Improvement Facilitator who will support the development, implementation, monitoring, and evaluation of school improvement and reform/redesign activities, and a MSU Intervention Specialist who will engage the school in data dialogues in support of teaching and learning. Student enrollment has increased from 224 students in 2009-2010 to 309 students in 2012-2013. Although our enrollment has increased, and we made AYP (Adequate Yearly Progress) consistently until 2010-2011 when our scores declined, we still face many challenges in reaching our students instructionally. A number of our students arrive to school late (3%) and/or are picked up early (2.5%), causing them to miss large portions of their instructional time. The Special Education Transportation is often the cause of students arriving to school late. We have also found that parents are in need of assistance when it comes to supporting their children's academic growth at home. Although we have started to implement our Solution Component teams in order to address these challenges, we know that a greater effort needs to be placed on attendance, school climate, parent and family involvement and student intervention. We believe that our instructional staff needs consistent job-embedded, professional development on the implementation of core academic programs in order for the programs to be implemented with fidelity. In spite of the challenges we face, we strive to make children our first priority by meeting their physical, social/emotional and intellectual needs.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose Statement

Oakman School provides learning opportunities, in a barrier free building, for general education and physically or otherwise health impaired (POHI) children in a nurturing atmosphere with a caring supportive environment. We expect our students, no matter what their level of physical or cognitive abilities, to achieve their highest potential. We hold high expectations for all of our students.

Vision Statement

We, the staff of Oakman School, believe in promoting a positive atmosphere where all students can learn. We will guide students toward their individual potential through the cooperative efforts of school, home and community. We strive to ensure students' excellence in school performance while empowering them to be successful members of society.

Mission Statement

The mission of Oakman School, through collaboration with the family/community, is to successfully educate each child in a clean, safe, healthy, and nurturing learning environment to meet the requirements of the next grade level or placement. Through a data driven balanced curriculum, we will empower our students to become cooperative independent thinkers.

Beliefs Statement

The entire Oakman School Staff along with the community members participated in strategic planning which resulted in the following statement of beliefs:

- Children are the first priority of society
- Each person deserves respect as a human being
- The family is the most important factor in our lives
- There is no limit to the capacity of the human mind.

We offer a full academic curriculum (math, science, reading, writing, social studies, and physical education) within an inclusionary setting. We also offer the following related services: music therapy, physical therapy, occupational therapy, speech therapy, nursing, psychological evaluations, social work and a bilingual program. Our mentoring program was developed to allow students to connect with an adult whom is not their classroom teacher. It is through these programs and our caring environment that our students are able to reach their highest potential and become well-rounded successful members of society.

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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.

In the last three years, Oakman has carefully planned to get technology in every classroom for effective use as a way to improve teaching and learning. Each Oakman classroom is currently equipped with three or more desktop computers with appropriate software and access to the Internet for student use. Classrooms are also equipped with an Interactive Projector and whiteboard for hands-on learning. Each classroom teacher has a laptop computer to plan, access and review lessons for their students. Students use Accelerated Reader (AR) and Accelerated Math (AM) programs which utilize computer technology to provide immediate feedback on their performance. In addition, teachers and students have access to Alpha-smarts and wireless laptops, document cameras, tape recorders, DVD players, listening centers and Activotes.

Oakman, with support from the Detroit Pistons Organization, was able to revamp the library in order to provide our students with a beautifully decorated and fully functional area to support reading and learning. The library is equipped with thousands of Accelerated Reader (AR) books and plenty of space for our students to use on a daily basis. Each classroom has a scheduled time to use the library to take AR quizzes, and/or check out books for reading. The library, with the inviting Detroit Piston atmosphere, has also been used for parent workshops, professional development and leadership team meetings.

Some books for our library were purchased by a Skillman Foundation "Good Schools Making the Grade" Grant that Oakman received in 2008. This grant was awarded to us based on data that designated Oakman as an "Improving School" We received this three-year grant to help support our Accelerated Reading (AR) Program. The last several years Oakman has been awarded a 21st Century grant. This grant provides our students with after-school tutoring and enrichment. We are fortunate to have two teachers who have been certified by the National Board of Professional Teaching Standards.

Along with the grants, Oakman was also chosen to be a partner school with Cranbrook Institute of Science in 2011-2012 and 2012-2013. This allows our 4th and 5th grade students to attend Cranbrook, at no cost, for hands-on learning. Cranbrook also hosts a "Science Night" at Oakman School. Our students, parents, and staff are invited to participate in various science learning activities supplied by Cranbrook which takes place after school hours. A "family day" is also supported by Cranbrook for any of Oakman's families that are interested in attending the Institute. This opportunity is offered on a Saturday and is free for our students and their families to be transported to the Science Institute and enjoy some great learning activities. An additional program supplies free passes for families to utilize the services at Cranbrook at their convenience.

In order to plan for program improvement, the entire staff engaged in a self-examination discussion that enabled us to look at our processes and procedures in the following areas: Leadership, Instruction, Systems. Our discussions revealed the following areas needing improvement: LEADERSHIP - All staff needs to develop their leadership skills; School leadership needs to make a greater effort in making data public and accessible; School leaders need to have systems in place to hold all accountable for adult implementation and school performance; School leaders should be able to effectively communicate school goals/purpose; School leaders should increase their efforts to enhance positive engagement of parents in student achievement. INSTRUCTION - All staff needs to be fully committed to implementing the research-based instructional strategies that are documented in the School Improvement Plan; Instructional staff needs additional professional learning to support their efforts in teaching all curriculum areas aligned to the standards; Staff needs to utilize effective grouping by instructional levels to deliver differentiated instruction in core curriculum areas; Daily progress monitoring of student achievement needs to be

done in order to make informed data-driven instructional decisions. SYSTEMS - A system needs to be in place that provides teachers with opportunities to observe "best practice" instruction in all curriculum areas; A system of coaching/support needs to be in place to assist instructional personnel in their efforts; The school needs scheduled weekly/monthly staff collaboration time to analyze student data for the purpose of instruction. It was agreed that our Reform/Redesign Plan would include efforts to improve in each of these areas.

Additional Information

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

Oakman's staff is committed to updating their own skills in order to provide students with the necessary means to succeed academically as well as socially. The staff utilizes various tools to accomplish this including; meetings, technology and professional development. Staff, grade level and professional learning communities are effectively used to evaluate collected data for use in lesson planning and setting targeted goals for students and staff. Technology, such as: Accelerated Reader (AR) and Accelerated Math (AM), Learning Village, STAR Reading, STAR Math and Data Director is used to gather information about student's growth and to focus on areas of need. Professional development, actual and virtual (PD 360) is used to help staff stay abreast of new developments and the "best practices" (i.e. cooperative learning, hands-on and differentiated instruction) to elevate student growth and achievement.

We believe that the social development is as important as the cognitive growth of our students, therefore, every child at Oakman participates in a school-wide performance. These are shared with family and community members. These programs are held in December (Holiday), February (African-American History), and May (spring). The students are encouraged to create and perform on stage, in front of, the entire Oakman community. Each classroom teacher is encouraged to take at least two field trips a school year with their grade level teams. These trips enhance the curriculum and excite our students about learning. Additionally, our students have been involved in various enrichment activities such as: anti-bullying programs and writing programs with the use of puppetry, positive behavioral messages through hip-hop concerts, team-building through the use of physical activities which led to a school wide performance, and visual and performing arts. We invite community speakers during our Career Day, and specialists from the district science department to judge our school-wide Science Fair projects. We feel that these "extra" opportunities enhance our students' learning and give them a well-rounded educational experience. All of these experiences are made possible by our committed, highly qualified instructional staff, including our two Nationally Board Certified teachers on staff.

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.

Cheryl Price, Principal, cheryl.price@detroitk12.org

Laura Jawor, Academic Engagement Administrator, laura.jawor@detroitk12.org

Kimberly Trueheart, Occupational Therapist, kimberly.trueheart@detroitk12.org

Shanita Lacy, Reading Facilitator, shanita.lacy@detroitk12.org

Heather Maurer, Pre-Kindergarten Teacher, heather.maurer@detroitk12.org

Rita Jensen, Kindergarten Teacher, rita.jensen@detroitk12.org

Dena Gazdag, First Grade Teacher, dena.gazdag@detroitk12.org

Karen Williams, Third Grade Teacher, karen.williams03@detroitk12.org

Latonya Johnson, Para-professional, latonya.johnson@detroitk12.org

Veronica Adams, Director Kendall CDC, ahfinancialsolution@yahoo.com

Shirley Lusby, RESA School Improvement Facilitator, salusby1@aol.com

Bevelyn Mitchell, MSU Intervention Specialist, mtch699@msu.edu

PART B: TEACHING AND LEARNING PRIORITIES

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

The big ideas of Oakman's reform/redesign plan consist of: cooperative learning, differentiated instruction and progress monitoring to identify mastery levels in order to make informed data-driven instructional decisions. Each of these areas will be described in the following sections. The School Improvement Leadership Team, led by the chairperson, facilitated a process of analyzing the data for the 2012 school year. The team consisted of 4 classroom teachers, 2 para-professionals, the principal, 2 non-instructional staff (staff facilitator and office clerical) and 1 instructional support staff. Most of the data was readily available from teachers and data binders that are maintained at the school level and by individual staff. The demographic data was analyzed using the district generated School Data Profile and Analysis Report, the Annual Education Report and the Student Information System (SIS). The Achievement Data was analyzed using MEAP Data, Reading Data and STAR Math and STAR Reading Assessments. Process Data was analyzed using Ed Yes SPR 40. Perception Data was gathered through the 5 Essentials Executive Report. In addition, the team referenced the School Process Rubrics 40 before identifying areas of need for the school. The entire Leadership team came to an agreement about recommendations for the school. Staff members and the Oakman Tiger Parent Organization were provided opportunities for input and feedback to ultimately reach consensus about the comprehensive needs of the school. Through the collection, analysis, interpretation, presentation and discussion of the school wide data, the School Improvement/Leadership team, with the collaboration of staff and parents were able to agree on the needs of the school. It was evident that there is a need for students to have an opportunity to interact in order to improve vocabulary, comprehension, retention of information, and improved attitudes towards teachers, school and peers. The data also demonstrated the need for teachers to differentiate their instruction to meet the various needs of the students. It was determined that students' progress needed to be monitored and instruction varied based on ability levels of the students in order for them to be successful and to close the achievement gap.

State what data were used to identify these ideas.

ACHIEVEMENT DATA: MATH

The BIG IDEAS included in the Oakman Reform Redesign Plan that consist of cooperative learning, differentiated instruction, and progress monitoring were identified using the data sources listed below:

MEAP Math

In 2009-2010 school year, 79% of 3rd grade students were not proficient on the MEAP math. That number increased to 84% in 2010-2011 and increased again to 89% in 2011-2012 school year. Grade 4 had 62% of students not proficient on MEAP math in 2009-2010. That number increased to 88% in 2010-2011, but decreased to 81% in 2011-2012. In the 2009-2010 and 2010-2011 school years, 65% of 5th grade students were not proficient on the MEAP Math. That number increased to 89% in 2011-2012.

The MEAP data informed Oakman's staff that the majority of the students are not proficient in any math domain. However, more precise data was needed to prepare students for mastery of state and national standards. Therefore, students were assessed using STAR Math so that
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teachers could identify students who are at or below grade level and to use the STAR Math diagnostic and instructional reports to differentiate instruction for individual students' needs.

STAR Math Screening Report (9/10-9/26 2012) : Each grade level's results are stated grades 1-5.

Grade 1: 10 students are at/above grade level, 9 students are on watch, 12 students need intervention, and 4 students need urgent intervention.

Grade 2: 6 students are at/above grade level, 7 students are on watch, 9 students need intervention, and 13 students need urgent intervention.

Grade 3: 4 students are at/ above grade level, 5 students are on watch, 12 students need intervention, and 15 students need urgent intervention.

Grade 4: 6 students are at/above grade level, 4 students are on watch, 6 students need intervention, and 11 students need urgent intervention.

Grade 5: 1 student is at/above grade level, 2 students are on watch, 9 students need intervention, and 18 students need urgent intervention.

Teachers used the diagnostic reports which informed them of the academic level of their students and the skills that students need to increase proficiency thus closing the achievement gap. Students will be tested again in January and May. Each time, teachers will use diagnostic reports and instructional reports to create cooperative learning groups (ability grouping) and differentiated instruction.

ACHIEVEMENT DATA: READING

MEAP Reading

In 2009-2010 school year, 27% of 3rd grade students were not proficient on the MEAP Reading. That number rose to 38% in 2010-2011, but decreased to 13% in 2011-2012. Grade 4 had 27% of students not proficient in 2009-2010, 39% in 2010-2011, and it decreased to 29% in 2011-2012. In grade 5, only 18% of students were not proficient in reading in 2009-2010. That number increased to 46% being not proficient in 2010-2011, but decreased in 2011-2012 to 32% not being proficient. After analyzing the results, it was concluded that the majority of students at Oakman are proficient in reading. However, teachers used the STAR Reading Reports to identify the non-proficient areas for each student.

STAR Early Literacy (grade 1) and STAR Reading Screening Report (9/10-9/26 2012): Each grade level's results are stated grades 1-5.

Grade 1: 16 students are at/above grade level, 5 students are on watch, 4 students need intervention, and 9 students need urgent intervention.

Grade 2: 3 students are at/above grade level, 7 students are on watch, 8 students need intervention, and 13 students need urgent intervention.

Grade 3: 4 students are at/above grade level, 2 students are on watch, 7 students need intervention, and 21 students need urgent intervention.

Grade 4: 5 students are at/above grade level, 6 students are on watch, 5 students need intervention, and 10 students need urgent intervention.

Grade 5: 5 students are at/above grade level, 2 students are on watch, 10 students need intervention, and 15 students need urgent intervention.

Teachers used the diagnostic reports which informed them of the academic level of their student and the skills needed to increase proficiency thus closing the achievement gap. Students will be tested again in January and May. Each time, teachers will use diagnostic reports and instructional reports to create cooperative learning groups (ability grouping) and differentiated instruction.

PERCEPTION DATA

The 5 Essentials domains for the survey conducted in Spring 2012 yielded the following results:

1) Effective Leaders-Strong

- 2) Collaborative Teachers-Strong
- 3) Involved Families-Strong
- 4) Supportive Environment-Low
- 5) Ambitious Instruction-Low

In response to low supportive environment, the staff is asking questions and receiving support from administration and the reading facilitator to support teacher and student needs. At Oakman, the push is toward getting students where they need to be academically instead of just focusing on where they are.

DEMOGRAPHIC DATA: ATTENDANCE

A number of our students arrive to school late (3%) and/or are picked up early (2.5%), causing them to miss large portions of their instructional time. The Special Education Transportation system is often the cause of students arriving to school late. Approximately one-third of Oakman students are transported daily by bus or cab. Using data from mischooldata.org, we found that in 2009-2010, there were 209 students (69.91%) with more than 10 days absent; for Students with Disabilities, the number was 95 (72.32%). In 2010-2011, the number was 237 (77.85%); for Students with Disabilities, the number was 97 (74.73%) In the 2011-2012 school year, the student daily attendance rate for all students was 81.2%; the rate for Students With Disabilities was 79.3%.

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.

High impact school leaders are influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning. Turnaround/Transformation school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. That being said, the District will take the following action steps to ensure that each Priority Schools is assigned a high-impact turnaround/transformation leader:

The District will conduct individual principal performance reviews to:

- o Assess each principal's performance relative to expected outcomes
- o Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning
- o Determine professional growth needs and required district support
- o Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building
- o Promote personal self-reflection and continuous professional learning
- o Determine which principals meet the core requirements of a turnaround/transformation leader

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

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

The salary compensation and tenure of the principal is based on the degree to which the items listed above are achieved.

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

- Achieving prescribed student performance targets 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; and
- Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

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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.

In May, 2012, the building principal, Ms. Cheryl Price was re-assigned as Principal of Oakman Elementary/ Orthopedic School for the 2012-2013 School Year. Ms. Price's experience and past job performance as Principal of Oakman School for the past 22 years clearly epitomizes the qualities desired in a Transformational Principal. Ms. Price's knowledge and background in educating special and general education student populations make her uniquely qualified as the leader of Oakman Elementary/Orthopedic School.

Beginning in 1994, Ms. Price, with the support of the parents, was responsible for turning the Oakman Orthopedic Center-Based School into the Oakman Elementary/Orthopedic School, an elementary school with an inclusionary educational program. Ms. Price followed the research findings that indicate in order to increase the achievement levels of the special education students, there needed to be access to the general education curriculum and students needed to learn with their general education peers whenever possible. Oakman Elementary/Orthopedic School was cited in the April 5, 2001, "The Efficiency And Effectiveness Plan, an Executive Summary on Transforming the Detroit Public Schools: A Plan for Creating A Student Centered Customer and Data-Driven Organization". The publication acknowledged that, "At Oakman, an inclusive model of service delivery has evolved in which a previously segregated center has become an integrated, inclusive elementary. Collaborative teaching occurs in a planned way with cooperative efforts by regular and special educators. The school's strong leadership sets the tone for the implementation of this service delivery model. The Oakman School represents a model for how these children can be served."

Oakman Elementary/Orthopedic School was ranked among the "Top 10" schools in our District with the highest achievement gains as indicated by the results on the 2006 Michigan Education Assessment Program (MEAP). The data showed an increase in the number of students meeting or exceeding State standards in the following area(s): Grade 3 - English Language Arts: 40% increase; Grade 5 Reading: 44% increase; Grade 5 - English Language Arts: 40%; and Grade 5 - Science: 38% increase. In 2007 & 2008, Oakman School also received the Skillman Foundation, "Good Schools Making the Grade" award.

Ms. Price's resume is documented in the first Assurance .

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 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.

Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. 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, 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

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

At the school level, the Oakman principal provided in-service to the teachers and staff in November 2011 on the PLP and evaluation process. Teachers were given an opportunity to meet in groups to discuss "what an effective teacher looks like" as well as specifics about the evaluation process, the evaluation rubric, how to collect artifacts, and PD360/Observation 360 (the district's online professional development series). PD 360 will be used by teachers to support their professional learning plan by watching videos to fit their individual needs. They can log into their individual PD360 account and search/view videos at their convenience. A record of their viewings will be kept on their individual account to be referenced at a later date. If an administrator requests a specific professional development topic for staff or individual teachers, the videos will also be kept in their teacher's records to show completion. Colleagues will have the opportunity to discuss important and relevant videos they have viewed with their peers during Professional Learning Committee and Grade Level Team meetings. The district's evaluation process includes student achievement as a significant factor by mandating a year's worth of academic growth in each primary subject. At Oakman teachers are required to demonstrate 30% student growth for each core content area taught. Twenty-five percent of a teacher's performance evaluation is based on student achievement. Teachers will establish the metrics used to determine acceptable levels of growth in each core content area. Through a series of pre/post-observation conferences, walkthroughs, formal and informal observations, teachers have multiple opportunities to demonstrate their teaching skills and reflect upon their classroom performance.

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.

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

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

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

Oakman uses student achievement data, several walkthroughs and additional formal observations to determine teacher effectiveness. This effectiveness is documented through student gains, walkthrough and informal/formal observation checklists. The Leadership Team (Cheryl Price, Principal, cheryl.price@detroitk12.org; Laura Jawor, Academic Engagement Administrator (AEA), laura.jawor@detroitk12.org; Kimberly Trueheart, Occupational Therapist, kimberly.trueheart@detroitk12.org; Shanita Lacy, Reading Facilitator, shanita.lacy@detroitk12.org; Heather Maurer, Pre-Kindergarten, heather.maurer@detroitk12.org; Rita Jenson, Kindergarten Teacher, rita.jenson@detroitk12.org; Dena Gazdag, First Grade Teacher, dena.gazdag@detroitk12.org; Karen Williams, Third Grade Teacher, karen.williams03@detroitk12.org; Latonya Johnson, Para-Professional, latonya.johnson@detroitk12.org; Veronica Adams, Director Kendall CDC, ahfinancialsolution@yahoo.com) made the following recommendations that were approved by the entire staff. Student Achievement; student improvement; staff attendance; active participation on school teams (PLC/Solutions) will be the identified areas for staff to receive rewards. Recognition will be given for (1) student achievement in all core content areas (2) student improvement in all core content areas and (3) staff attendance. This data will be monitored quarterly to document growth. Teachers will be rewarded for a job well-done with special accolade announcements, recognition gifts and special luncheons/banquets. Criteria for each of these awards will be developed by staff and published for all to see.

Continual and constant documentation will be done on staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. These individuals will be given assistance in the form of content coaches, reading facilitator, teacher consultants, PD 360 recommendations, effective classroom visits and other supports including workshops/ in-services. Those educators who fail to improve will be recommended by the principal for removal at the end of the school year.

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

During the 2012-2013 school year, the professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. Professional development will focus on helping teachers and administrators pay close attention to the classroom environment and improve student learning. Administrators will receive professional development to broaden their leadership skills and provide more instructional leadership for their staff to help themselves and their staffs become more reflective, maintain accurate records, grow and develop professionally, and show professionalism. As we move to increase student achievement on our standardized tests for the State and at the National level, we have adopted a city-wide common assessment (NWEA-MAP) that will enable staff to diagnose, monitor, and increase student achievement through the utilization of data to modify and enhance instruction. Decisions for the professional development were based upon the needs of the building -level staff members and the analysis of the data collected from the standardized assessments. District professional development activities are aligned to the State Professional Development Standards.

At Oakman School, a plan for ongoing, high quality; job embedded professional development was created after achievement data (MEAP, Star, and classroom data) was examined. We acknowledged that Oakman students are performing below the state and district standards in all curriculum areas. Major indicators in directing our PD Calendar were 13% of Oakman students were not proficient in reading and 53% were partially proficient. In Math, 88% were non proficient and 6% partially proficient on the MEAP testing. Also included in the decision for PD were surveys/questionnaires, and Plus Deltas given out during staff meetings, community and grade-level team meetings. In a recent survey, 84% of staff indicated on 5 Essentials that quality professional development was beneficial and needs to be continued.

Based on data and staff needs it was determined that professional development/overview and implementation training of the school-wide reading program needed to take place prior to the first day of school in 2012, 2013, 2014, 2015, and 2016. This professional development is designed to give staff an understanding of the program components which are also the big ideas within the plan: differentiated instruction, cooperative learning techniques and progress monitoring. Oakman's reading facilitator, academic engagement administrator and principal are all familiar with the program and are able to offer job-embedded support (September 2012-June 2016). The reading consultants are available on a regular basis to support effective teaching and learning. The staff also has access to PD 360 (an online learning tool for teachers). Teachers can use this tool to receive on-going professional development in all curriculum areas via the Internet. Skilled teachers are paired with less experienced teachers in order to provide mentoring opportunities.

When looking at writing achievement, we noted that ongoing (September 2012-June 2016), high quality, 6 + 1 Writing Traits professional development was needed to ensure that staff can effectively teach writing. The reading facilitator, academic engagement administrator, principal and the district ELA instructional specialist will design ongoing job-embedded professional development that is aligned to the standards. Instructional staff will support each other through professional learning communities and grade-level teams.

Math, science and social studies will also be supported in the professional learning communities. The lead teachers for core subject areas will attend the district's monthly (September 2012 - June 2016) professional development meetings and share information with the Oakman instructional staff. PLC's will also disaggregate data monthly to support each other on using best practices (hands-on activities, cooperative grouping, differentiated instruction, small group instruction and individualized instruction). By working within Professional Learning Communities, staff will have the on-going support of their colleagues. Quarterly (September 2012-June 2016) school/grade achievement data will be analyzed for core subjects to focus on non-proficiencies. Administrators will assist staff in the development of strategies to enhance student achievement. PD 360, daily walkthroughs and teacher observations will provide staff with learning opportunities that will be supported in their professional learning communities. The focus will be on small-group instruction, cooperative learning, individualized instruction and

differentiated instruction. The job-embedded support offered within the reading program will be carried into all of the other curriculum areas and at every grade level. The entire core teaching staff will participate in an all-day PD activity on November 6, 2012 sponsored by Wayne RESA. Teachers will attend grade-appropriate sessions on a variety of topics including Common Core State Standards for reading, writing, math, science and social studies.

Based on our proficiency scores in math (16%), science (0%) , social studies (District MEAP 2010, 45%), reading (36%) and writing (24%), it is evident that Oakman is in need of added "elbow to elbow" support to implement our reform plan. Breakdowns of these proficiency scores can be found in the "Comprehensive Instructional Reform Strategies" part of this plan. Therefore, with the assistance of the Regional Assistance Grant, we will request content coaches in the areas of math, science, writing, reading and social studies in years two, three, and four, based on the data. The RESA School Improvement Facilitator will provide support to the school in the collection, analysis, and interpretation of school data. The MSU Intervention Specialist will provide support to the school by facilitating data dialogues among the staff.

Evidence of individualized teacher goals being successful will be evidenced through classroom data which is shared periodically during staff meetings, grade level team meetings, and each teacher's PLP. The timeline for completion will be prior to each report card in order to share/evaluate and make changes to improve instruction.

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.

Both district and school employ initiatives for attracting and keeping highly qualified teachers. At the district level, the following are some of the strategies that have been implemented: The "I'm In" Campaign: Teacher Recruitment Fairs; A variety of on-going professional development opportunities that enable staff to accumulate State Board Continuing Education Units (SBCEU's) that can be applied to certification requirements; The employment of coaches and specialists for instructional support and the posting of jobs on the district's website.

Although the District's Human Resource Department recruits, identifies, and assigns teachers and paraprofessionals to each building site, the school's leadership team engages in behavior/activities to purposefully attract and retain highly qualified teachers at Oakman School. The principal maintains a list of teacher prospects from which teachers can be selected and requested from the Human Resource Department to fill vacancies. Highly effective teachers are identified using the district's current evaluation rubric which rates each teacher in four categories.

The four categories with maximum percentage point ratings are as follows:

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

Current teaching staff can also refer master teachers to add to the list of prospects. The principal maintains a strong network with other principals who are utilized as referral resources when vacancies arise. In addition, Oakman School's leaders try to recruit and retain staff by putting an overall emphasis on the use of data to drive instructional decisions. In fact, approximately 50% of our new staff was attracted to Oakman because of the adoption of a strong reading program. The instructional leaders sit in grade-level teams and/or professional learning community meetings to show support. The principal also uses organized tools to ascertain teacher development needs including surveys, focus groups and direct grade level team or individual teacher meetings. Administration tries to create a supportive, safe-environment by giving staff and parents' opportunities to identify concerns through surveys or one on one interaction. Administration also publicly rewards

positive student behavior through regularly scheduled award programs as well as, uses volunteers to reduce adult to student ratios. School level professional development programs are done to support the specific needs of Oakman's staff and students. Some discretion over funds and resources exists in order to target specific areas of concern. In order to create a supportive environment and address our "challenges", Oakman has Solution Component teams in place to support and reinforce the changes needed. These teams look at the weekly, monthly and quarterly assessments of students, attendance data, and school perception data to identify concerns and causes for students learning difficulties. These teams support teachers in finding solutions like extended learning time, 1 on 1 support or differentiated instruction suggestions. All of Oakman's staff have a "duty-free" lunch, "duty-free" recess period and increased planning time. The schedule is set up to support common planning periods within grade levels. Staff at Oakman is encouraged to take on responsibility and become leaders within the school. The opportunity is there for all to grow in their profession with possible promotion in and outside of the school.

In addition, the transformation/turnaround schools will work in conjunction with the Detroit Public Schools (DPS) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical. Transformation schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes.

The Transformation/Turnaround Schools will enhance University partnerships and expand upon community based relationships for the purpose of sourcing highly effective Teaching staff.

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 Transformation Schools 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, 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 access, by DPS, 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 Schools, community 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.

Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities with regard to the advancement of Teachers. The positions include both Instructional and Administrative responsibilities.

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 school will use student achievement data from MEAP, STAR reading, STAR math, and classroom formal/informal assessments to identify areas for focused curriculum alignment and instruction. Specifically, MEAP item analysis, scaled scores, improvements and declines of student scores, and ranked GLCE's will be reviewed by professional learning communities and the Leadership Team. STAR reading and STAR math scores will be analyzed by the teachers after students are tested in September, January, and May. Progress monitoring will occur as teachers analyze formal/informal assessments/observations weekly to differentiate instruction September through June. STAR Reading and STAR Math is a computer based program that determines students' deficiencies and diagnoses the skills that need to be taught for students to be placed in cooperative learning groups. Upon analyzing MEAP 2011, the following was noted: MEAP Data (Reading) showed that in grade three, 66% of the students scored below proficiency. These students scored lowest in the reading strands of: word study and informational text. Fourth grade MEAP data showed that 62% of students scored below proficiency and experienced the most difficulty in informational text and comprehension. In grade five, 69% of the students scored below proficiency. These students scored very low in all reading strands. This data along with the grade equivalency scores for each student from the STAR reading test results demonstrated the need for differentiated instruction, effective ability level grouping and progress monitoring. A scientific research based instructional program was selected for use in a school-wide initiative to improve student achievement in reading and other core curriculum areas. The program utilizes research-based cooperative learning, differentiated instruction and progress monitoring to increase oral language and vocabulary development. These strategies were used to increase: phonemic awareness and letter/sound correspondence, decoding/word recognition, fluency, clarifying expository and narrative text, and develop advanced comprehension skills in expository and narrative text. All POHI and General Education students are immersed in this development at all grade levels (K-5) and are placed in cross-grade level classes for reading instruction. Multiple measures are used (MEAP, STAR Reading, and classroom assessments) to place students at his/her reading level. Progress monitoring and the multi-tiered student support system is embedded within the program. According to the multi-tiered student support approach, effective instruction will meet the needs of 80%-90% of the students (tier 1). About 5-10% of the students will need small group intervention (tier 2) and 1-5% will need intensive one-on-one intervention (tier 3). The teacher will use the scaffolding instruction model (I do, we do, you do). During the "you do" portion of the lesson, the teacher will make formal or informal observations in an effort to identify tier 2 and tier 3 students. Test data (SFA, Roots Assessments, STAR Reading, STAR MATH, Informal/formal observations, and classroom assessments) and the multi-tiered student support approach will drive the instruction for all core subject areas using the district's curriculum, Learning Village, teacher created materials and any other supplemental material or hands-on activities needed to support learning.

Oakman will use a research-based reading program whose curriculum is embedded in the multi-tiered student support model. Tier 1 core instructional interventions are provided by giving the student reading instruction at his/her reading level. If the student experiences difficulty, tier 2 targeted group intervention is given using a computer-assisted small-group tutoring program. If a student is in need of more intervention, he/she will receive intensive individual intervention utilizing a computer-assisted, one-to-one tutoring program. If students still experience difficulty after being placed at his/her instructional level, the student receives tutoring for tier 2 and tier 3 of the multi-tiered instructional approach. The data is reviewed quarterly to determine if new placement is needed for the students.

There has been extensive research documenting the effectiveness of the reading program that Oakman has selected. This reading program "was evaluated in a three-year randomized control trial, the "gold standard" of research, funded by the U.S. Department of Education between 2002 and 2006. Students in Success for All schools achieved at significantly higher levels than similar students in control schools.

The difference in only three years was enough to cut the black-white achievement gap in half". (Borman, Slavin, Cheung, Chamberlain, Madden, and Chambers 2007).

"In addition to increasing reading achievement, schools who implement Success for All have fewer students assigned to special education and fewer students who must repeat grades", (Borman and Hewes 2002). This research is very important to the staff at Oakman because about 30% of our students receive special education services.

This program also utilizes cooperative learning and differentiated instruction. In the article, Effects of Cooperative Learning on Achievement and Attitude Among Students of Color, Robert Slavin, who is one of the founders of this reading program, conducted a study with other researchers and found that "cooperative learning had a positive impact on attitudes and academic achievement levels of students of color" (Vaughan 2002).

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.

Oakman School promotes the continuous use of individual student data by providing professional development for staff on the use of data to support instruction. Providing support on the use of Data Director, Renaissance Learning, and MiSchool Data, teachers are able to utilize the data obtained from the STAR Reading and Math tests (quarterly), MEAP assessment (yearly), Accelerated Reader (on-going) in order to review item level analyses to determine students' prior knowledge and/or common misconceptions that require instructional focus. To monitor student progress, teachers will utilize the diagnostic report through Renaissance Learning which will identify for teachers a students' area(s) of weakness. Also teachers can look at the instructional planning report through Renaissance Learning which differentiates a class based on skills and provides an instructional plan to meet the needs of students. Students are retested three times a year, September, January, and May and their groups will change based on the data. Teachers, through Data Director, are also able to create pre/post assessments to evaluate learning needs and differentiate learning. This data is collected, reviewed and analyzed by individual teachers, professional learning communities, "support personnel" and administrators. Students are placed in reading classes, quarterly, based on ability-level grouping and are instructed at their instructional level. This is a school-wide effort in making sure students individual needs are being met in the area of reading. The reading facilitator is able to input the testing data in a computer program and can identify students that need intervention. Also, teachers can use a specific website to pull reports to identify students' weaknesses. The tutoring program also identifies skills that are lacking and creates a plan to improve proficiency. Teachers will also begin to give learning style inventories to determine how students learn best (visual, audio, kinesthetic, tactile) and teach to the varying modalities within a given class. In math, students in the 3rd through 5th grade are also placed in ability leveled groups for instruction. The upper-grade teachers analyze the math data through "Data Director" and STAR math to make quarterly placement decisions for the students. The lower-grade teachers analyze the math data to determine student needs and how to individualize instruction within their own classroom. Each month reading and math data are reviewed during Professional Learning Community meetings, whole-staff meetings and Solution Component Team Meetings. As for Science and Social Studies data, individual teachers use the data to group/differentiate instruction within their classroom. They review data at monthly Professional Learning Community meetings and staff meetings to determine student's needs in order to guide curriculum implementation efforts. Oakman has implemented Solution Component teams (that meet once a month) to assist in collecting and analyzing other forms of data that may be impacting student achievement. The teams are: Attendance, Cooperative Culture, Intervention, Parent/Family Involvement and Tutoring Team. These teams look at outside factors that may be inhibiting student learning. These teams obtain data from staff and parent input surveys, the SIS attendance system and interest surveys. They use the data to make recommendations to help support our students. Once a month the School Leadership Team meets to review recommendations and make decisions to implement the necessary changes. Students' instructional time has been increased by reducing teacher preparatory periods from 5 hours per week to 2 hours per week. Projectors and

white boards are in every classroom to aid in the reading program and other content areas to increase student engagement.

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.

Oakman staff is committed to maximizing classroom instructional time to improve student learning by scheduling 90 minutes daily for uninterrupted reading instruction and 90 minutes daily for ELA, 50 minutes daily for math, science and social studies. The district has increased the instructional learning time for students by reducing the teacher's preparation periods by two and taking away the Friday "common" preparation period. Oakman used the additional time to increase instruction and provide enrichment in all core content areas for all students. This increased instruction time allows teachers to implement effective differentiated instruction to meet the needs of all Oakman students. Oakman has a "no interruption" policy during core subject instructional periods. The Public Announcements are only done during the first few minutes of the school day and phone calls to the classrooms are kept to a minimum. To further assure prescribed time on task, each classroom teacher is expected to post their classroom schedule and lesson plans with the mandated allotted time for each subject area (see Assurance #3). The Title I and 21st Century after-school and summer school program is scheduled to give students an extra 1.5 hours of instructional/tutoring time 3 or 4 days a week. Enrichment activities are also provided for these students by our community partners (Kendall Homes). Specialized activities (field trips and assemblies) are scheduled to enhance the student's learning and must be approved by administration.

Grade level teams are encouraged and expected to collaborate and develop instructional activities that make effective use of students' time on tasks. Grade level teams meet for 50 minutes weekly on the following days - Third and Fourth Grade Level Teams will meet on Mondays, Kindergarten Team members will meet every Tuesday, the First Grade Level Team will meet every Wednesday, Second Grade Level Team assemble on Thursdays and on Fridays the Fifth Grade Level have their meeting (see Assurance #5). During the grade level meetings, teachers employ progress monitoring to analyze the data from the following assessment tools; Star Reading Growth Reports, Star Math Growth Reports, Accelerated Reading Status of the Class Reports, Accelerated Math Summary Reports and individual classroom assessment reports. In addition, teachers will use this time to collaborate on the effectiveness of differential instruction strategies and how students are interacting in cooperative learning groups. When the results reveal inadequate progress in any academic area we will analyze and make appropriate adjustments. Oakman staff is expected to report for work at least 15 minutes prior to the beginning of the school day. This time allows for staff to collaborate and/or strategically prepare for their daily instruction. Staff are also expected and encouraged to meet every Wednesday in Professional Learning Communities (2nd Wednesday of the month), Solution Component teams (4th Wednesday of the month) and/or whole staff meetings (1st Wednesday of the month). The 3rd Wednesday of the month, the Leadership Team collaborates to address ongoing instructional efforts or student progress. It is during these 2 hour weekly meetings that staff looks at data, focuses on school policy, instructional practices, standards-based and vertical curriculum alignment and other related efforts to improve student learning. Staff are encouraged to meet during their two coordinating periods (that are designed to be grade-level specific) during their lunch hour, and after school to ensure that students needs are being met.

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

Reform Redesign Report

Oakman Elementary / Orthopedic School

Oakman Elementary/Orthopedic School strives to provide an atmosphere that welcomes, promotes, and provides on-going engagement for parents, family and the community. Oakman Elementary/Orthopedic School schedules a flexible number of meetings and activities throughout the school year during the morning and after school.

Monthly meetings for the Oakman Tiger Parent Organization/Local School Community Organization are held the 2nd Tuesday of every month from October through May of the school year. These meetings last approximately 1½ hours and two of these scheduled meetings are held at 8:00 a.m. and at 4:00 p.m. to accommodate parent's schedules. These meetings provide parents the opportunity to participate, to make appropriate decisions relating to the education of their children. This may include incentives for reading, recognizing student achievement as "Student of the month", Harvest Festival. This meeting also serves as a way to recruit parents as volunteers for both school wide activities (field trips, fund raisers, field day, career day, field trips) and as classroom/room parents to assist the teacher as needed (readers with students, check papers, organize activities for students in classroom). Workshops are provided for parents to increase their knowledge and assist them with helping their children academically, socially and physically. This may include, but is not limited to science fair workshops, anti-bullying, assistive technology workshop at ATTIC, healthy living, specialty topics for our children with special needs. Surveys are also provided at this time for parents to complete to obtain feedback regarding activities or for planning activities for the school. Officers of the Oakman Tigers Parent Organization are also part of the School Improvement Team.

Monthly Pre-K Readiness Program parent meetings are held on the 3rd Friday of every month from October through May from 8:00 a.m. to 9:30 a.m. These meetings are designed to increase parent's awareness and allow parent participation for planning and implementing activities which affect the overall, wellbeing of their children. Parents who attend this meeting also participate by holding an office which helps to provide and leadership and empowerment.

The annual Title 1 meeting is held in October which provides important information and a format to educate our parents. This is another example of ongoing engagement for our parents. They are informed of the After-School and Summer School Programs, Target Assistive support through supplemental materials, the District and School Parent Involvement Policy, Parent Representatives and the Oakman staff. The purpose and requirement of the Title 1 program along with the importance of parental participation and their right to be involved is highly stressed. During this meeting, the overview of Oakman's Title 1 program and budget are reviewed. This is an opportunity for parents to be involved regarding the budget and they are encouraged to make suggestions regarding expenditures for student and parent needs. Parental input with the Parent Involvement Policy is also an important part of this meeting. Surveys are provided during this meeting to get feedback from parents and the community regarding the overall process of the School.

Oakman School provides a Parent Center for our parents which posts and provides information and resources they can use throughout the school year. The location of the Parent Center is accessible to all parents and Oakman has provided a computer for the parents to use to aid in their planning and as a resource they can use as needed. This designated area allows our parents to feel a part of our school's community and also serves as meeting area for any special meetings they may need to have regarding planning activities for students, staff and parents (i...e.Family Fun Night, Teacher Appreciation, Student of the Month, Box Top for Education)

Our parents are provided with important tools to help them be engaged throughout the school year through progress monitoring for their students achievement. This includes but is not limited to grade level requirements, classroom management plans, grading and homework policy, quarterly and assessment reports which are all used to determine progress toward student proficiency levels. This will allow parents to be aware, informed and engaged throughout the school year regarding their students' progress.

During Open House and Parent Teacher's Conferences which can be set up at anytime as well as the 3 District official dates. At this time, teachers explain the different types of assessments to be administered and demonstrate to parents how to interpret these assessment results/reports: MEAP, Benchmark Assessment, Report Cards, and progress reports and Parent Workshops on "Data Analysis". The school's

current MEAP achievement is posted in a Data Room.

Oakman School provides an ongoing opportunity for all parents to be engaged by providing a description and explanation of core curriculum subjects (Math, Science, Social Studies and Reading) through course outlines distributed and explained at the Annual Title I Meeting/Open House and Parent Teacher Conference (PTC). A letter describing the reading program will also be distributed and explained at Open House, or sent home through the mail. Parent Workshops and Parent-Teacher Conferences will be opportunities to further explain information/data specific to reading including alignment between the State's Grade Level Content Expectations/Common Core Standards, State and District academic assessments provide suggestions for parents to monitor a child's progress and provide support at home. Staff will engage parents in dialogue; provide handouts, online resources and referrals to various programs which are provided continuously throughout the school year.

Oakman Elementary/Orthopedic School provides unique services to both parents and children with special needs. After the Individualized Educational Plan (IEP) has been established, students with special needs may receive occupational, physical or speech language therapy, nursing services, social work or psychology services. This support is also available to parents by educating them on how to care for their child mentally, physically and academically. These services are provided throughout the school year from September through June.

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.

Our school has not negotiated union waivers to accommodate and support those realignment changes. The operational flexibility provided by the district to the building leader involves the human resource allocating the number of staff to a specific building. It however is up to the building leader to determine the instructional assignment for the building. The leadership team along with input from the staff helps to determine the use of Title 1 funds and board funds. The time for making decisions regarding the allocations of funds is discussed at the beginning of the school year and the final decision is completed by January. Teachers are advised of their allocations in writing and during staff meeting. Oakman Elementary/Orthopedic School has chairpersons for each of the Professional Learning Communities which include our KinderCorner, Roots, and Wings (Grade Level Teams). These chairpersons are responsible for identifying student deficiencies and developing strategies for student achievement. The Solutions Component Teams are responsible for making decisions to remove barriers that affect student learning. The teams are: Attendance, Cooperative Culture, Intervention, Parent/Family Involvement and Community Connections and Tutoring Team. All chairpersons are selected by the staff at the beginning of the school year and will serve until June. As additional opportunities for leadership occur, individuals may volunteer or they are selected by the principal (surveys of enacted curriculum).

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

The District has created an Office of School Turnaround which includes the following staff: (2) Assistant Superintendent for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

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

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

The Statewide System of Support engages in a four-phase process. First, it must determine the district's or school's current operational

and performance status. Second, it assists the district or school in planning specific interventions to address weaknesses. Third, the statewide system of support provides consultation, training, technical assistance, and professional development to support the school's or district's implementation of its planned interventions. Fourth, the statewide system of support monitors the district's or school's progress with implementation and provides advice for necessary modifications to the plan.

At Oakman, we will be utilizing the SRO or Statewide System of Supports resources in our reform efforts by meeting with the Intervention Specialist from Michigan State University to interpret our school data and conduct data dialogues from 2012-2016. The Intervention Specialist will help to remove barriers to implementation.

The School Improvement Facilitator (SIF) provided by Wayne RESA will support the school in completing the Request for Service Form and will build the capacity of staff for change. The SIF will support the development, implementation, monitoring, and evaluation of the school plans (SIP/RRP). The SIF will also assist in the analysis and interpretation of data and be utilized to facilitate the Instructional Learning Cycle to all teachers and colleagues to reflect on the quality of classroom instruction throughout the duration of the project.

The Intervention Specialist and School Improvement Facilitator will work collaboratively to provide services that support the school and will communicate frequently to avoid duplication of services.

Oakman will be using the Regional Assistance Grant (RAG) in years two and beyond to request professional development and content coaches who may be assigned to work with teachers of reading, mathematics, science, social studies, writing, climate and culture (based on data). The continued use of these resources will provide the school with high quality, job embedded professional development.

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 principal's, Ms. Price, resume is also attached at the end of the District's evaluation process. Evaluation Process and Ms Price Resume.pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	PD Calendar.xlsx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Sample Schedule and Collaboration Schedule for Transformation Plan.docx
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	The district has increased the instructional learning time for students by reducing the teacher's preparation periods by two and taking away the Friday "common" preparation period. Oakman used the additional time to increase instruction and provide enrichment in all core content areas for all students. Sample 2011-2012 and 2012-2013 School Calendar.doc
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Teacher Collaboration Schedule for Transformation Plan.doc
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.	Yes	A contract with Detroit Federation of Teachers was imposed on March 16, 2011 which was allowable under the the Emergency Manager Act. DAEOE.LOA.PrioritySchools.pdf



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 the

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:

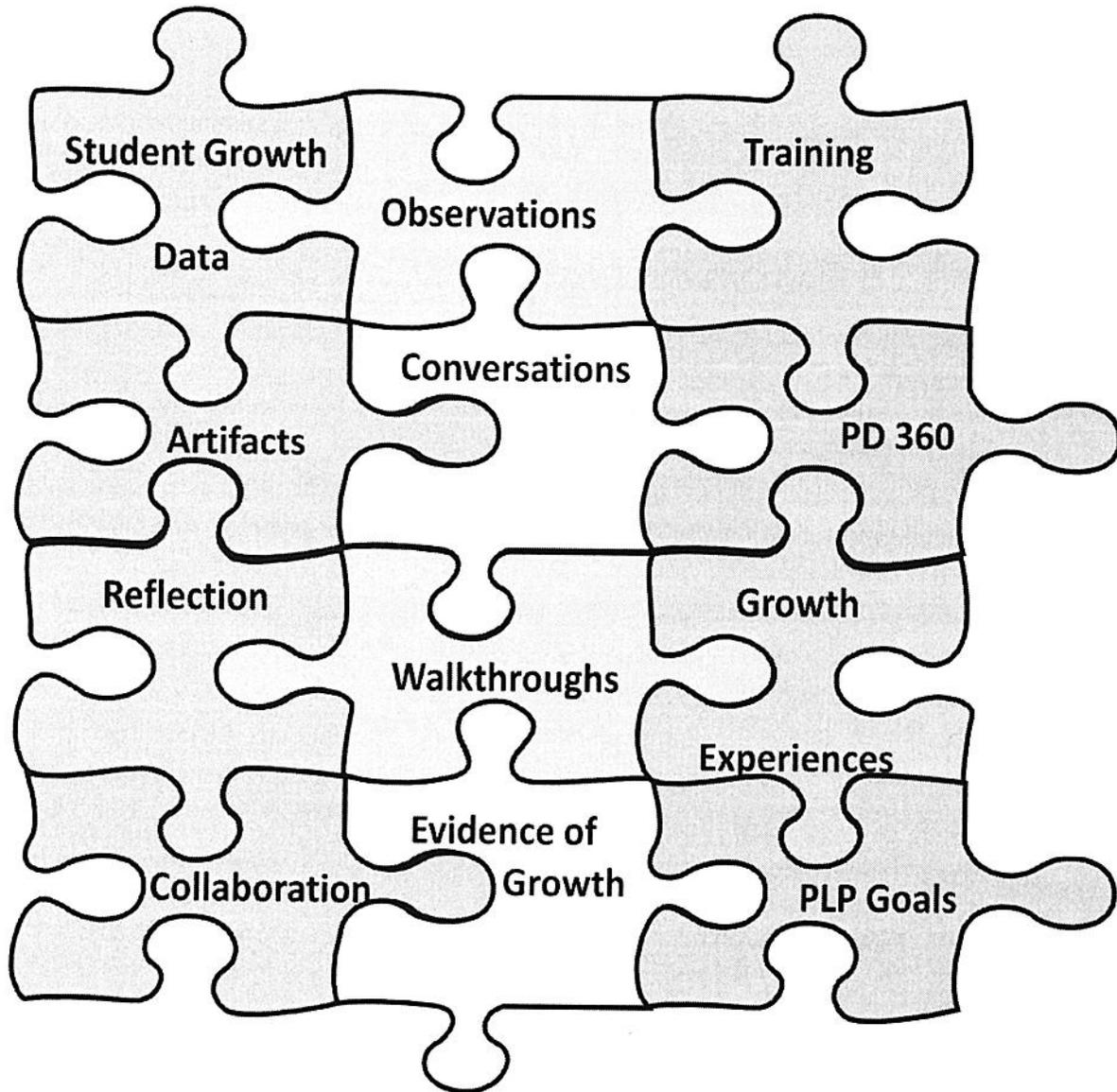
380.1249 Performance Evaluation System.

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

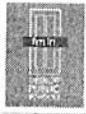
Each teacher will receive a rating at the end of the school year in one of four performance levels:

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

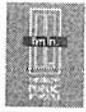
Student Growth will have the following percentages on the evaluation tool based on the Michigan Compiled Law – MCL-380.1249(2)(a)(i)

- 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:

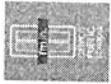
SUPPORT REQUESTED:

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

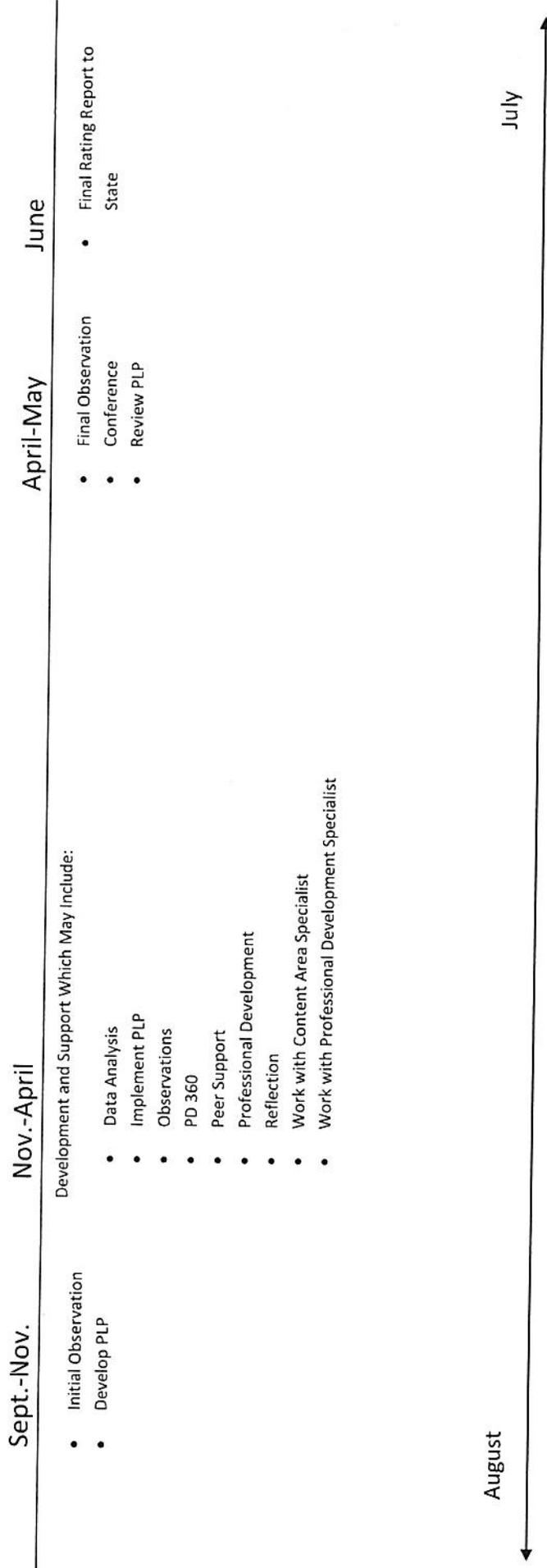
Principal's Signature

Request Date

School Phone No.



Teacher Evaluation At - A - Glance



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](#)

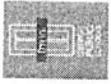
Teacher Evaluation Rubric Overview

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.

Detroit Educator Evaluation Process

Published
2012

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

DPS Core Elements 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities	Element(s) to be addressed:
--	-----------------------------

Goals for Elements	Activities/Actions	Expected outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				
Goal 1:				
Goal 2:				

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

Element 1 Summary Rating Score	_____ x	25	_____
Element 2 Summary Rating Score	_____ x	25	_____
Element 3 Summary Rating Score	_____ x	25	_____
Element 4 Summary Rating Score	_____ x	10	_____
Element 5 Summary Rating Score	_____ x	15	_____
		TOTAL ABOVE	_____
		Divided by 100=SUMMARY TOTAL	_____

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.

Effectiveness Label:

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.

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.

CHERYL W. PRICE

12920 Wadsworth Street ■ Detroit, Michigan 48227 ■ (313) 873-9540 ■ Email: cheryl.price@detroitk12.org

ADMINISTRATIVE EXPERIENCE

- 1989-Present **Principal**
Oakman Elementary/Orthopedic School Detroit Public Schools – Detroit, Michigan
Levels: Pre-Kindergarten - 5th Grade w/Special Education
- Selected as one of the six schools to implement the "Success for All" Pilot Program in the district.
 - Established School-Wide Inclusionary Setting, to include grades pre-kindergarten through fifth.
 - Provided successful leadership for school improvement and restructuring efforts, including school-wide action teams for student achievement, instructional technology, school safety and community relations.
 - Initiated and supervised a team approach to analyzing comprehensive student data that resulted in increased test scores for both special and general education students.
 - Provided significant training for staff members to support and advance team building efforts.
 - Established and strengthened school, parent and community partnerships.
 - Promoted and implemented several grant writing proposals that resulted in programs that supported student learning and increased parental involvement.
- 1987-1989 **Assistant Principal**
Oakman Elementary/Orthopedic School Detroit Public Schools – Detroit, Michigan
Levels: Pre-Kindergarten - 5th Grade Special Education and Pre-Kindergarten/Kindergarten General Education
- Assisted the Principal with budget development, personnel selection, staff and teacher supervision, school operations and strategic planning to improve student attendance, behavior and academic progress.
- 1975-1977 **Special Education Coordinator**
Frazier Elementary Schools Chicago Public Schools – Chicago, Illinois
Levels: Kindergarten – 8th Grade
- Supervised special education teachers, support personnel and teacher aides.
 - Planned and conducted in-service training for special and general education teachers and staff.
 - Coordinated a team approach for determining appropriate student placement.
 - Developed an action plan for evaluating and selecting effective instructional materials appropriate for special needs students.

TEACHING EXPERIENCES

- 1985-1986 **Teacher Consultant**
Office of Special Education Detroit Public Schools – Detroit, Michigan
- Provided assistance to Special Education Supervisors and Administrators in the monitoring and coordination of special education laws and regulations relating to special education programs and services
 - Provided in-service training and consultation to local schools and parent groups, on instructional techniques for improved student learning and the alleviation of student adjustment problems.
 - Assisted in the placement of special education students and the coordination of transportation services.
- 1982-1985 **Pilot Program Teacher**
Developmental Centers Inc. Mental Health Agency & Detroit Public Schools
Dow Elementary School (K-8th) Detroit, Michigan
- Selected as lead teacher for a co-operative model pilot program in the treatment of the severely emotionally impaired child. Successfully promoted collegiality between special education and general education teachers, leading to increased numbers of mainstreamed special education students.
- 1982-1984 **Adjunct Professor**
Department of Special Education Eastern Michigan University - Ypsilanti, Michigan
- Taught and designed special education methods courses for undergraduate students in teacher preparatory programs and veteran teachers seeking a special education endorsement.
- 1977-1985 **Teacher**
Programs for Emotionally Impaired Detroit Public Schools
Crary Elementary School (K-8th) Detroit, Michigan
- Organized and implemented a school-wide mainstreaming program. Exceeded expected academic progress for special education students returning 50% to regular education settings.

- 1979-1986 **Educational Counselor**
 Enrichment Program for Institutionalized Children Detroit, Michigan
- Provided counseling and tutoring for High School age neglected and/or delinquent institutionalized youth.
- 1973-1975 **Teacher**
 Chicago Public Schools Chicago, Illinois
- Taught classes for Learning Disabled and Educable Mentally Impaired students.
- 1972-1973 **Teacher**
 Chicago Public Schools Chicago, Illinois
- Taught classes for grades fourth and fifth and Gifted Program.

EDUCATIONAL BACKGROUND

- Chicago State University** Chicago, Illinois
- Master's of Administration in Education
 - Certification in Administration and Supervision
 - Educational Specialist

- Pennsylvania State University** University Park, Pennsylvania
- Master's of Science in Education
 - Major: Education of Exceptional Children
 - Minor: Child Psychology

- Cheyney State University** Cheyney, Pennsylvania
- Bachelor's of Science in Education
 - Major: Elementary Education
 - Minor: Urban Education

ACCOLADES / HONORS / AWARDS

- Certificate of Special Recognition for Support and Contribution to the Lives of Wayne State Students with Special Needs
- Certificate of Appreciation for Excellent Practice of the Applications of Mediated Learning Theory and Strategy with Students, Parents and Teachers
- Booker T. Washington Business Association – Principals and Educators Achievement Award
- The Principals' Center Harvard Graduate School of Education – "Focus on Accountability"
- Ameritech Technology Academy in Recognitions of Scholar Hard Work and Outstanding Success in Furthering the Use of Technology in Education
- Administrative Excellence Trailblazer District Learning for Life and Youth with Special Needs
- "The Essential Piece Award" for Your Dedication and Commitment to the Students, Staff and Parents of Oakman School.
- Certification of Achievement for Making AYP
 - 2004-2005 School Year
 - 2006-2007 School Year
 - 2007-2008 School Year
 - 2009-2010 School Year
- Oakman Staff Award – Honoring the Best Principal in the World, 2004
- Office of Specialized Student Services and Mediated Learning Dynamic Assessment Center Recognition for Outstanding Leadership in Principal as Mediator
- Certificate of Recognition for Successful Completion of Essential Elements of Effective Instruction
- Certificate of Appreciation – Has Served with Dedication on the Board of Director's of Omni Arts in Education
- Certificate of Special Recognition for Many Years of Dedication, Hard Work and Valuable Contributions to Omni Arts in Education
- Governor's Award for Michigan Quality Council Quality Leadership Navigator Recognition
- Cody/Mackenzie Achievement Group – Certificate for Best Parent Satisfaction in Cluster DPS
- Community Award from Kendall Community Development Center for Collaboration and Commitment to Our Children

Professional Development Plan 2012-2016

Oakman Elementary School

Cheryl Price, Principal

GOALS	ACTIVITY	DATE	TARGET GROUPS	PRESENTERS	EVALUATION
Increased Achievement in Reading	Reading Program Overview/ Implementation	August 2012, 2013, 2014, 2015, 2016	Teachers, Principals, AEA, and Reading Facilitator	Reading Program Consultants	Participation on Evaluation Forms
SFA Conference	Conference	Febuary 2013	Principal and Reading Facilitator	Reading Program Presenters	Conference Evaluation
Data Analysis	Data Analysis	September & On-going	Teachers, Support Staff	Principal, Reading Facilitator and AEA	Workshop Evaluation
Differentiated Instruction-All Subjects Job-Embedded	Small Group and Individualized Instruction and Daily Classroom Support Lesson Delivery	On-going September 2012-June 2016 w/monthly discussions	Teachers, Support Staff	Staff Collaboration, Administration and Reading Facilitator	Feedback from Professional Learning Community meetings Observations and Walkthrough Checklist
Cooperative Learning- All Subjects Job-Embedded	Providing Intervention Using Cooperative Learning Strategies across the Curriculum	Quarterly September 2012- June 2016	All Staff	Content Area Coaches, Reading Facilitator, and Administration	Participants Debriefing, Observation and Walkthrough checklists
Progress-Monitoring- All Subjects Job Embedded	Response to Intervention	On-going September 2012-2016	All Staff	Reading Facilitator, Content Area Coaches and Administration	Informal Evaluation via Observation & Debriefing
Reading Curriculum Data Analysis	Analyze Reading Data and Goal Setting	October 1-2, 2012 December 10-11, 2012 February 28, 2013 and April 16-17, 2013 2014 TBD 2015 TBD 2016 TBD	Reading Facilitator	Reading Program Director	Site Visit Summary Reports

Professional Development Plan 2012-2016

Oakman Elementary School

Cheryl Price, Principal

GOALS	ACTIVITY	DATE	TARGET GROUPS	PRESENTERS	EVALUATION
Parental Support	"Raising Readers" "Data Analysis" "Differentiated Instruction	TBD	Parents	Reading Facilitator, AEA, and Principal	Workshop Evaluations
Writing Achievement	6 + 1 Writing Traits Writing Strategies	On-going September 2012-June 2016	Teachers and Support Staff	Reading Facilitator & Staff Collaboration (Job-Embedded)	Staff PLC meeting reports, and Professional Development Evaluation Forms
ELA, Math, Social Studies, Science Achievement Data	School/Grade Achievement Data Analysis for Core Subjects to focus on non-proficiencies	Quarterly September 2012-2016 & Monthly/Weekly & Individually as needed	All Instructional Staff	Principal, AEA, Reading Facilitator and Staff Collaboration (Job-Embedded)	Staff Meeting Reports, PLC, and Individual Teacher Feedback forms
Common Core State Standards	Comprehensive overview of the Reading, Writing, Math, Science, and Social Studies Common Core Standards	Nov. 6, 2012	All Teachers	Wayne RESA	Participant Evaluation
Increased Achievement in Math, Science and Social Studies	"Best Practices" in Math	Ongoing September 2012- June 2016	Teachers and Support Staff	Lead Teachers	Teacher Feedback, Grade Level Meetings Feedback Forms
Increased Achievement in All Curriculum Areas	PD 360 Tutorials in All Subjects	Ongoing As Needed	All Staff	PD 360	Feedback Forms
Increased Student Achievement	Professional Development and Staff Collaboration	March 18-19, 2013	All Staff	District Representative	Feedback Forms

**Oakman Elementary School
Sample School/Student Schedule
2012-2013**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 -7:50 a.m.	ELA/Bellwork	ELA/Bellwork	ELA/Bellwork	ELA/Bellwork	ELA/Bellwork
7:50 – 8:40 a.m.	ELA	ELA	ELA	ELA	ELA
8:45 – 9:30 a.m.	READING BLOCK	READING BLOCK	READING BLOCK	READING BLOCK	READING BLOCK
9:30 – 10:15 a.m.	READING BLOCK	READING BLOCK	READING BLOCK	READING BLOCK	READING BLOCK
10:20 – 11:10 a.m.	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
11:15 – 12:05 a.m.	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:10 – 1:00p.m.	MATH	MATH	MATH	MATH	MATH
1:00 – 1:50 p.m.	SOCIAL STUDIES/ELA	SOCIAL STUDIES/ELA	SOCIAL STUDIES/ELA	SOCIAL STUDIES/ELA	SOCIAL STUDIES/ELA
1:50 – 2:40 p.m.	P.E	P.E	P.E	ART/MUSIC	ART/MUSIC
2:40 p.m.	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

All Coordinating/Collaborating Periods are worked into this sample schedule. Each **daily** classroom schedule reflects: 90 minutes of uninterrupted reading instruction, 90 minutes ELA, 50 minutes social studies, 50 minutes of math, and 50 minutes of science and 50 minutes of P.E. and/or music/art.

**Oakman Elementary School
Sample Teacher Collaboration Schedule**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15 – 7:30 a.m.	Staff Preparation	Staff Preparation	Staff Preparation	Staff Preparation	Staff Preparation
7:30-7:45 a.m.					Pre-K Team Collaboration All Day Friday
7:50 – 8:40 a.m.	3 rd Grade Team Collaboration Time	5 th Grade Team Collaboration Time	5 th Grade Team Collaboration Time		5 th Grade Team Collaboration Time
8:45-9:30 a.m.		Kdg. Team Collaboration Time	Kdg. Team Collaboration Time		Kdg. Team Collaboration Time
9:30-10:15 a.m.					
10:20 – 11:10 a.m.	Lunch	Lunch	Lunch	Lunch	Lunch
11:15 – 12:05 a.m.					
12:10-1:00 p.m.	4 th Grade Team Collaboration Time	3 rd Grade Team Collaboration Time	4 th Grade Team Collaboration Time	3 rd Grade Team Collaboration Time	
1:00-1:50 p.m.		2nd Grade Team Collaboration Time		2nd Grade Team Collaboration Time	
1:50 – 2:40 p.m.		1 st Grade Team Collaboration Time	1 st Grade Team Collaboration Time	1 st Grade Team Collaboration Time	
2:40-4:40 p.m.			All Staff Meet PLC Meet Solution Component Leadership Team		

In addition to this schedule, teachers are able to collaborate in All Staff Meetings the first Wednesday of the month, Professional Learning Community Meetings the 2nd Wednesday, Solution Component Team Meetings the 3rd Wednesday and the Leadership Team Meetings on the 4th Wednesday for up to two hours each month as identified on this schedule.

**Oakman Elementary School
Sample Teacher Collaboration Schedule**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15 – 7:30 a.m.	Staff Preparation	Staff Preparation	Staff Preparation	Staff Preparation	Staff Preparation
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9:30-10:15 a.m.					
10:20 – 11:10 a.m.	Lunch	Lunch	Lunch	Lunch	Lunch
11:15 – 12:05 a.m.					
12:10-1:00 p.m.	4 th Grade Team Collaboration Time	3 rd Grade Team Collaboration Time	4 th Grade Team Collaboration Time	3 rd Grade Team Collaboration Time	
1:00-1:50 p.m.		2nd Grade Team Collaboration Time		2nd Grade Team Collaboration Time	
1:50 – 2:40 p.m.		1 st Grade Team Collaboration Time	1 st Grade Team Collaboration Time	1 st Grade Team Collaboration Time	
2:40-4:40 p.m.			All Staff Meet PLC Meet Solution Component Leadership Team		

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**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