



Reform Redesign Report

Burton International School

Detroit City School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Burton International Academy, a Pre-Kindergarten - 8th grade application school located near downtown Detroit, is a multilingual and multicultural school for students city wide. Burton International respects and supports the ethnic, racial, and cultural heritage of its students and plans its programs to meet their needs. It offers a balanced academic program in language arts, mathematics, social studies, science, physical education, swimming, and computer education. Burton International uses the community, with its variety of ethnic and economic groups, as learning resources for the children.

Current Demographics: student population - 696, staff population - 39, PTA membership - 20.

100% of all teachers are highly qualified according to NCLB requirements.

In 2010, Burton International School (a high academic performance school) merged with three low performance schools (Owen Academy, Westside Multicultural School, and Edmonson Middle School). The Burton International Principal replaced the former Owen Principal in the Owen Building which has been renamed Burton International Academy. The merger of these schools constituted the two-year plan which allows Dr. John T. Wilson to remain as Principal at Burton International Academy. Administrative staff and teaching staff were interviewed and selected based on performance, highly qualified criteria, and Professional Learning Plans (PLP). Since the merger, the culture/climate of our school has changed as well as the core population. In 2010, we lost 250 original Burton students; 2011 we lost 150 original Burton students; and in 2012 we lost 100 original Burton students. This has caused our school's standardized test scores to decrease.

Unfortunately, the school code never changed when the merger occurred two years ago and data is still being compared to the former Burton International population of students.

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.

Vision:

Burton International Academy is a multilingual and multicultural school for students city wide. Our goal is to provide education in a safe, effective and socially responsible academic environment.

Mission:

Burton International Academy expects mutual respect and understanding among all people and insists children and adults function and behave in a non-violent, non-racist, non-sexist manner. It is our mission to move toward a complete and comprehensive community school for all ages and groups with a cooperative and collaborative spirit among parents, teachers, students and community. All children are encouraged, whatever their background, to develop to their fullest potential and become lifelong learners as they compete in a global society.

Beliefs:

All Burton International Academy students will learn to be socially, academically, and culturally successful in a multicultural environment.

Offerings:

Burton International Academy is a multilingual and multicultural school for students city-wide. Burton International respects and supports the ethnic, racial, and cultural heritage of its students and plans its programs to meet their needs. It offers a balanced academic program in Language Arts, Mathematics, Social Studies, Science, Physical Education, Swimming, and Computer Education. Burton International uses the community with its variety of ethnic and economic groups as learning resources for our students.

Additional Offerings:

Burton International Academy has a strong academic program; dedicated and highly qualified staff who give priority not only to academics and student physical development, but also to the character development of students. We accomplish this through the following programs: Boys and Girls Basketball, Cheerleading, Robotics, Boys and Girls Mentoring Program, Partnership with Healthy Kids, Latchkey, Boy Scouts of America, Bilingual Program, Multicultural Fun Day, Swimming, Dance, Advanced Programs, Algebra, Chemistry Club, GEAR Up, P.T.A., Extended Day Tutorial, Academic Games, and student counseling services offered by Wayne State University graduate students

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.

STRENGTHS

The Burton Staff works to maintain rigorous instruction at the rate prescribed by the District/State aligned curriculum. This rigorous pacing ensures students experience the learning required to satisfactorily address the Common Core State Standards/Grade Level Content Expectations assessed on the MEAP. Burton has strong parental involvement and an active Parent Teacher Association (PTA). Enrichment programs offered such as Robotics, Academic Games, Extended Day Tutoring, Algebra Camp, Published Poets, GEAR-UP Engineering Program, Diversity Club, Chess Club, Computer and Technology Club, Student Council, Boy Scouts of America, Mentoring Programs, Basketball/Cheerleading, and Dance Club serve to advance the cognitive capabilities of student participants and assist in developing problem solving skill sets that transfer to both the classroom and all external assessments. Spelling Bee, Performing Arts Programs/Concerts, Geography Bee, Family Math and Science Night, Curriculum Night, ELA and Social Studies Night, Oratorical and Essay Contest, and Declamation Contest are special activities and contests that promote academic excellence and good citizenship.

In the past five years, Burton International's Robotic Club has placed 2nd in the World Competition and took 1st place in various Regional Competitions.

From 2008-2012, the Grand Prize Winner from Duffield Library's Oratorical and Essay Contest has been a Burton International Academy student.

Due to high academic performance on the MEAP, 25 Burton students were selected to attend the SEEK (Summer Engineering Experience for Kids) and STEM (Science Technology Engineering and Math Skills) camps.

In October 2012, we had 25 Burton Students selected to attend the West Point Annual Leadership and Ethics Conference. Students were chosen based on a 3.0 or higher GPA (grade point average) and demonstration of their leadership capabilities. All students received awards.

CHALLENGES

Over the next three years we will raise our MEAP scores in all target areas by assessing Data Director; increase usage of Differentiated Instruction and Formal Assessments in all context areas; and restore an emphasis on our original International focus.

We will incorporate more technology-based opportunities for learning.

Poor attendance/tardiness is an ongoing struggle that we continue to address. We find that lack of transportation is a major contributing factor to the school's poor attendance rate.

We need crossing guards for pedestrian safety.

Closing our academic gaps requires additional staff members (Library Media Specialist, Art Teacher, Music Teacher, and a Foreign Language Teacher) to advance our school-wide efforts in promoting multiculturalism and improving student achievement.

Additional Information

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

Burton International Academy has dedicated staff that foster character development in all our students. Our building is located near downtown Detroit which allows for central access to many cultural experiences in which our students are exposed. The physical building structure is large enough so we can keep our middle and elementary students in separate wings. We have an Olympic sized pool, large classrooms, and immense playing fields. However we are still over the class-size limit in Kindergarten and 5th grade due to understaffing. We need another Kindergarten and 5th Grade Teacher as well as a Librarian/Media Specialist, Art Teacher, Music Teacher, and Foreign Language Teacher to fulfill the needs of our students.

Turnaround Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Dr. John T. Wilson, Principal, john.wilson02@detroitk12.org
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Dee Dee McKinney-Odoa, MotorCity Casino, Community Partner,

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.)

Burton International Academy has targeted Formative Assessments, Differentiated Instruction, and Professional Learning Communities (PLC) as our Big Ideas for reform. The Burton Turnaround Team chose these methods for reform based on consecutive years of MEAP data indicating a continual decline in student performance in the core content areas.

The Burton International Data Committee and Administration Team analyzed our MEAP data using the Data Dialogue Process in June 2010. We concluded that students performed low in the core subject areas of Math, Science, and English Language Arts. There has been a substantial decline in Burton International's MEAP scores over the past two years. The cumulative Math MEAP scores of 3rd - 8th grade Burton International students in 2009-10 was 88.8%, decreasing in 2010-11 to 77.3%, and decreasing more in 2011-12 to 28.8%. The cumulative Reading MEAP scores of 3rd - 8th grade Burton International students in 2009-10 was 87.2%, decreasing in 2010-11 to 70.8%, and decreasing more in 2011-12 to 51.5%. The cumulative Science MEAP scores of 3rd - 8th grade Burton International students in 2009-10 was 80.0%, decreasing in 2010-11 to 65.0%, and decreasing more in 2011-12 to 3.0%. The cumulative Social Studies MEAP scores of 3rd - 8th grade Burton International students in 2009-10 was 76.0%, increasing in 2010-11 to 93.0%, and decreasing in 2011-12 to 64.0%. We looked at the Dibels scores to account for students who do not take the MEAP test, grades Kindergarten through 2nd grade. Results indicate a three-year trend of decreasing scores in Dibels data, grades K-5th grade, by 22% proficiency between the school years of 2009-10 to 2011-12. This data reinforces our need to restructure our methods of instruction.

Our MEAP and Dibels data revealed that students need targeted remediation in all core content areas to master the grade level content. Formative Assessment and Differentiated Instruction will support remediation efforts in core content areas with an emphasis in Mathematics, Science, and English Language Arts (ELA). The Common Core State Standards and research from Ainsworth and Viegut (2006) support our Big Ideas of Formative Assessment and Differentiated Instruction. Burton Turnaround Team determined that our teachers must attend Professional Development (District offered classes through Solutionwhere.com, In-School workshops, and on PD360) on Formative Assessment and Differentiated Instruction to establish criteria for best practices when implementing the reform model with their students. Teachers will collaborate ideas/concepts learned about Formative Assessment and Differentiated Instruction in their Grade Level and Content Level PLC meetings throughout the year.

Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning that improve students' achievement of intended instructional outcomes. The planned process uses assessment-elicited evidence of students' status for use by teachers and to adjust their ongoing instructional procedures and by students to adjust their current learning tactics. Formative assessment involves a series of carefully considered, distinguishable acts on the parts of both students and teachers. The adjustment decisions teachers and students make during the formative assessment process are based on evidence of the students' current status showing weaknesses in their mastery of a particular cognitive skill, a teacher is able to make a decision to provide additional or differential instruction related to this skill. Because the formative assessment process deals with ongoing instruction, any teacher-made modifications in instructional activities must focus on students' mastery of the curricular aims currently being pursued. Within the formative assessment process, students also take a look at the assessment evidence and make necessary changes in how they're trying to learn. Daily Formative Assessment will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall behind. Formative Assessments will be monitored through Professional Learning Communities and reflections in weekly lesson plans.

Our second "Big Idea" is Differentiated Instruction. Teachers in all content areas will be trained in effective Direct Instruction implementation procedures to implement Differentiated Instruction during whole and small group instruction. Differentiation of process, content, and product will occur daily to accommodate the various learning styles. Teachers will be expected to make accommodations for the needs of the

individual learners during their instructional time. Administrators will monitor this through classroom walk throughs and lesson plans. Instructional Specialists and External Consultants will assist teachers in this implementation by providing training and classroom assistance through demonstration lessons, cooperative planning, co-teaching and non-evaluative observations.

Our final "Big Idea" is Professional Learning Communities (PLC). Burton International Academy has implemented Professional Learning Communities (PLC) to allow teachers to collaborate and articulate "best practices" as they function as members of ongoing, high-performing teams. The focus will be on improving student learning. Each weekly PLC meeting has designated time for teachers to evaluate the Instructional Learning Cycle (ILC) as they gather, analyze, plan, instruct and reflect on the data for all students.

All staff members will receive high-quality, job-embedded Professional Development in Data Director to help guide instruction to close achievement gaps and increase student achievement. Two-hour staff Professional Learning Communities (PLC) meetings will be held every Wednesday. Content Area PLC meetings will be held the first and third Wednesday of each month, Grade Level PLC meetings will be held the second and fourth Wednesday of each month, and Committee PLC meetings will be held the fifth Wednesday of each month.

State what data were used to identify these ideas.

There has been a substantial decline in Burton International's MEAP scores over the past two years. The cumulative Math MEAP scores of 3rd - 8th grade Burton International students in 2009-10 was 88.8%, decreasing in 2010-11 to 77.3%, and decreasing more in 2011-12 to 28.8%. The cumulative Reading MEAP scores of 3rd - 8th grade Burton International students in 2009-10 was 87.2%, decreasing in 2010-11 to 70.8%, and decreasing more in 2011-12 to 51.5%. The cumulative Science MEAP scores of 3rd - 8th grade Burton International students in 2009-10 was 80.0%, decreasing in 2010-11 to 65.0%, and decreasing more in 2011-12 to 3.0%. The cumulative Social Studies MEAP scores of 3rd - 8th grade Burton International students in 2009-10 was 76.0%, increasing in 2010-11 to 93.0%, and decreasing in 2011-12 to 64.0%.

There has also been a decline in Dibels test scores which account for students in Kindergarten through 5th grade. Results indicate a three year trend of decreasing scores in Dibels data by 22% proficiency between the school years of 2009-10 to 2011-12. This data reinforces our need to restructure our methods of instruction.

Based on the data analysis of the MEAP and Dibels we identified Math, Science, and ELA as target areas for improvement. Research from Ainsworth and Viegut (2006) indicates incorporating Differentiated Instruction and Formative Assessment will improve student achievement. Differentiated Instruction and Effective Formative Assessment are research based reform models aimed at closing achievement gaps of students experiencing academic deficits. Both components of our reform model focus on the following key elements: data analysis, student individualized learning plans (ILP), job embedded professional development, and support for parent engagement. Our Achievement, Demographic, Process, and Perception Data is systematically collected, examined, managed, and used to drive our differentiation strategies. The most important element in the differentiation process is to direct the resources and refine pedagogies for all students. We will continue to implement the goals/strategies of the School Improvement Plan (SIP) related to our ELA, Math and Science targets.

In the past two years our demographic data has changed significantly. Burton International School had merged with Owen Academy, Westside Multicultural Academy and Edmonson Middle School. The student enrollment from 2009-10 to 2011-12 has increased by 97% (658 students to 1297 students). The enrollment of the Economically Disadvantaged students has increased by 253% (411 students to 1038 students) from 2009-10 to 2011-12. Burton International Academy's School Improvement Plan (SIP) had identified on the MEAP sub-group "Economically Disadvantaged Students" as our main achievement gap. This group represents over 80% of the total tested population. As a result we plan to focus on a more comprehensive school-wide approach to improve student achievement which will involve Formative Assessment, Differentiated Instruction, and Professional Learning Communities.

However, the culture/climate of our school has changed as well as the core population. In 2010, we lost 250 former Burton students, 2011 we lost 150 former Burton students and in 2012 we lost 100 former Burton students. This has caused our school's standardized test scores to decrease significantly in the past two years.

A Data and Information Management survey was administered to teachers in September 2012 to collect perception data. Ninety-three percent of the staff indicated a need for more time to collaborate/analyze and reflect on data, and develop intervention strategies for students. This perception data led to the formation of content area and grade level PLCs. After several content area PLC meetings, which focused on developing intervention strategies, we began creating Student Individual Learning Plans (ILP) and a Building Level Instruction Action Plan (BLIAP).

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

In 2010, Burton International School (a high academic performance school) merged with three low performance schools (Owen Academy, Westside Multicultural School, and Edmondson Middle School). In 2010, the Emergency Financial Manager, Robert Bobb, interviewed and selected the Burton International Principal, Dr. John T. Wilson, to replace the former Westside Multicultural Academy Principal, Dr. Frano Ivezaj; former Edmondson Middle School Principal, Mr. Clarence Hayes; and former Owen Principal, Mr. Calvin Patillo, in the Owen Building which has been renamed Burton International Academy. The Emergency Financial Manager selected Dr. John T. Wilson based on Dr. Wilson's nine year highly effective performance.

In August 2010, Dr. John T. Wilson began his responsibilities as leader of the merged schools based on his competency as a change agent. Dr. Wilson embraced the local community through weekly neighborhood walks prior to the start of school. He held community meetings to share the school's vision and mission, while allowing the parent and community to voice their concerns about the merger. The unsettled school climate during the merger began to evolve over a two year period. Under Dr. Wilson's leadership, Class B and C violations on the School Information System (SIS) were reduced from 2010 to 2012. Also, through yearly parental perception surveys, Dr. Wilson's job performance approval increased.

Dr. John T. Wilson possesses all of the leadership qualities desired in a turnaround leader. He communicates a compelling vision, organizational commitment, team leadership, conceptual thinking, and collaboration. He demands and exhibits consistent attendance and punctuality, exemplifies strong leadership characteristics -showing confidence, solving problems, and driving results. Dr. Wilson successfully develops parental and community partnerships, establishes support programs for students, and demands high expectations for the success of students and staff.

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 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.

The principal has flexibility in regards to staffing, calendar, time, and budgeting. The principal is allowed to select staff from the District Pool of Employees. The principal has discretion with choosing school-wide events for the yearly school calendar. The Principal has flexibility in the student schedule to alter time frames for specific content needs after the State required Instructional Hours have been established in the student schedule. The principal has flexibility in the budget to purchase items that meet the needs of the students.

In collaboration with the district's Human Resource Department the school was provided operational flexibility as it relates to staffing. The leadership team had an opportunity to interview highly qualified/effective teachers based on the teacher performance evaluation tool. Teachers were provided an opportunity to interview at the school-base and participate in the off-site selection process. The district conducts on-going professional development opportunities for teachers to receive SBCEU's in order to meet certification requirements. The district pays stipends for staff development, technology training through Solutionwhere.com registration (Detroit Public Schools online source for Professional Development registration), consistent salaries and benefits for all employees. Career growth opportunities at the local site and national level are a means of attracting and maintaining highly qualified teachers. Additionally, the district allows the Principal to offer

professional development activities at the school level during staff meetings designed for staff to stay abreast of best practices and research as it relates to increasing student achievement. Teachers meet during common preps with their Professional Learning Community (PLC) to analyze data, monitor/adjust instruction, and vertically/horizontally align grade level content with common core expectations. By removing the five preparation periods, students are provided with three additional hours of core instruction. With this flexibility, the schedule allows for more time to substantially increase student achievement. We added three hours of instructional time for supplemental courses aligned to the core curriculum and an additional hour of project based learning activities. We expect to be able to add 120 hours by adding four weeks to the end of the 2012-13 school year. Based on academic data of the instructional time for year one, we will determine how much additional time is needed for years two and three. To determine effectiveness of the increased instructional time, we will use data from the MAP (Measuring Academic Progress) and district pre/post tests in all core content subject areas. On-going Administrative observations will occur using PD360 and Classroom Snapshot Tool form. The School District of the City of Detroit and The Detroit Association of Educational Office Employees (AFT Local No. 4168, AFL-CIO has negotiated an extended school year for all Priority Schools contingent upon funding.

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

Burton International measures the effectiveness of the principal and staff each quarter through student growth of 5% or higher using COGNOS for district student assessments: Dibels, Burst, TRC, MAP, MEAP, NAEP and Star Reading/Math Tests. We also use self-assessments, Employee Development Plans (EDP), Professional Learning Plans (PLP), and employee performance evaluations on Observation/PD360 with a .rating of 70% or higher to remain effective in the District.

The Principal and Assistant Principal evaluate teacher's instruction regularly through classroom observations, curriculum review, lesson plans, review of student work, knowledge of common core, portfolios, teamwork and cooperation. The review process includes support for improvement of instruction to address effective teaching practices. Instructional Specialists provide informal teacher observations, model best practices, and assist teachers in maintaining highly effective ratings. Information from evaluations are used for professional development planning. District designated Assistant Superintendents will use these competencies to measure the effectiveness of the principal. Staff and Parents take an annual survey on Survey-Monkey that measures Leadership, Personal and Professional Learning, School and Community Relations, Data and Information Management, and Teaching for Learning. The surveys are on a five-point Likert Scale with a rating of 4-5 as being Highly Effective.

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

Administrative staff and teaching staff were interviewed and selected based on performance, highly qualified criteria, and Professional Learning Plans (PLP). Burton International will rehire no more than 50% of the staff based on performance evaluations and the ability and willingness to support the goals of the school. The following criteria are used to determine effectiveness:

Each employee undergoes a series of interviews with the Principal and Assistant Principal at the end of each school year. Each employee must produce a Professional Learning Plan (PLP), portfolio, lesson plans, and data that indicate proof of student growth by 5% or greater on Dibels, Burst, TRC, MAP, MEAP, NAEP and Star Reading/Math tests . The administrators evaluate and rank teachers on competencies including acting with initiative and persistence, planning ahead, flexibility, self-confidence, team leadership, analytical and conceptual thinking, educator responsibilities, demonstration of pedagogical skills on a scale of 1-5 with 4 and 5 as acceptable. Staff members maintain an effective rating with less than three days of absences. Classroom management is scored on PD360. Office referrals and parental complaints are reviewed by the Principal and action is taken when they exceed five. The Administrative team interviews existing staff about

classroom instructional strategies or situational scenarios. To collect data on the learning process and instructional delivery, Administration performs monthly walk-throughs, using "Classroom Snapshot Tool" from Michael Murphy's Tools and Talk. Formal observations are conducted four times per year using Observation/ PD360. The employee must also clear all District requirements (i.e. fingerprints, background check, attendance, etc.) as employees of Detroit Public Schools.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility 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.

Burton International Academy will work in conjunction with the Detroit Public Schools (DPS) Talent Acquisition Department (TAD), in the development of on-going promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff.

Recruitment

Our current recruiting of educators is aligned to the DPS strategic focus on recruitment. Each Spring, the district offers job fairs, face to face recruitment visits, and presentations at teacher training institutions. Burton International Academy will benefit from sustainable relationships with regional institutions of higher education to recruit highly qualified candidates through traditional and alternative certification programs. Examples of these alternative programs are: Project Pathways Transition to Teach Grant Program, Michigan State University's Urban Immersion Teacher Program, and District-University Student Teacher Program.

Retention of Staff

To retain a highly effective staff, the school must continuously monitor and evaluate the effective performance on PD360 (log a minimum of 500 points), positive appraisals on the Classroom Snapshot Tool, portfolios, and the completion of the Professional Learning Plan. The district provides a vast number of classes for growth and acquiring state clock hours toward recertification through Solutionwhere.com. Teachers receive encouragement and are awarded performance based incentives throughout the school year; i.e. extra gym/recess time, breakfast, coverage of classes to meet in PLC groups, teacher of the month awards and a special parking space. Performance based incentives are awarded monthly on multiple indicators that align with reform requirements. Teachers will be notified via e-mail of the monthly goal. A Survey Monkey job satisfaction survey will be given annually with data shared at the start of the year. Plans will be refined based on data.

Opportunities for Career Growth

The District has on-going career path opportunities with regard to the advancement of teachers. The positions include both instructional and administrative responsibilities. Examples of a few Career Growth opportunities include: Lead Teachers, Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officers, Assistant Principals, and Principals.

Burton Teachers have the opportunity to lead staff monthly Professional Learning Committees (PLC) by presenting information learned in their classes from Solutionwhere.com. Staff members can regularly volunteer for multiple special projects such as School Improvement team, Data Team, Parent/Community Welcome and Recruiting Team, Grant Writing Team, Enrollment Team, and School Programs Team.

Flexible Working Conditions

Teachers have the option to rotate and team-teach within grade levels as to provide students with highly qualified teachers in their content areas for all subjects. Academic Data is analyzed monthly in grade level meetings to determine the needs of students. Based on the data, co-teaching is utilized to meet the needs of the students.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Attached to the Assurances is a three-year Professional Development Calendar which was developed using the Burton International Academy Needs and Perception Survey, Grade Level PLC input, and School Academic Data (MEAP, District Benchmarks, Dibels, STAR, and ELPA tests).

Teacher knowledge of Differentiated Instruction and Formative Assessment were not visible during September and October monthly Classroom Snapshot observations. Therefore the perception data indicates that teachers require more Professional Development regarding the application of Formative Assessment and Differentiated Instruction.

The Administrative staff guides weekly two-hour staff professional learning community (PLC) meetings dedicated to implementing school reform strategies. All staff members are highly qualified and teaching in the subject area/grade level of their expertise. Teachers will share successful Differentiated Instruction and Formative Assessment techniques in staff meetings, content level meetings, and grade level professional learning communities. Teachers will have release time to visit their peer's classrooms to observe and demonstrate "best practices." Staff members will implement strategies learned daily in their classrooms. Instructional Specialists will provide on-going, high quality job-embedded Professional Development during content area and grade level PLC meetings. Instructional Specialists will coach teachers, support ideas, and model Formative Assessment, Differentiated Instruction, Direct Interactive Instruction, and Center orientated lessons in teachers' classroom using the gradual release process. Midyear the district will provide the staff with on-going professional development in Data Director for outcome data analysis/interpretation to guide student assessment and instruction. An online resource, PD360, will be utilized to provide training that will be discussed during grade level/content level team meetings.

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

The Burton Turnaround Team consists of the School Principal, Assistant Principal, Instructional Specialists, Lead Teachers, Irma Hamilton, Michigan State University Intervention Specialist, and Lee Craft, ISD/ESA Representative. As a team, we meet and make decisions which are discussed at PLC meetings, feedback is considered, and we reconvene to make decisions based on feedback to drive our Turnaround Plan. We disseminate information to stakeholders at PTA meetings, curriculum night, PLC meetings, and student assemblies. Based on the decision of the team, Dr. John T. Wilson reports directly to Wilma Taylor-Costen, Assistant Superintendent and Bilal Tawwab, Assistant Superintendant for Turnaround Schools.

It will be the responsibility of the lead teacher to meet twice a week with their grade level teams. The meeting times will be used for planning, pacing instruction, collecting and analyzing data, vertical articulation and planning research-based intervention strategies. Teachers will also share concerns, discuss their teaching strategies and make decisions based upon data. It is also the responsibility of the teacher to progress monitor all students to determine the type and intensity of any further interventions needed. Grade level lead teachers will share the weekly outcomes with instructional specialists. Instructional Specialists will ensure that all data, measurement and assessment tools are being used accurately and effectively. It will also be the responsibility of the instructional specialists to coordinate professional development to the staff.

The building principal and assistant principal will participate in weekly classroom walk-through observations. The principal will conduct one

formal observation each semester. At least twice a month the entire Burton Turnaround Team will meet. These meetings will be used to review and evaluate all new student data and make any necessary changes to the reform plan. Any changes made to the plan will be communicated to all stakeholders involved.

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

During September PLC meetings, Grade Level/Content Teachers and Instructional Specialists begin the Instructional Learning Cycle (ILC) by identifying targeted needs in Math, ELA, Science, and Social Studies from the MEAP data. The students are assessed three times yearly with MClass DIBELS Next, Renaissance Learning STAR Reading and Math, and Measures of Academic Progress (MAP) for multiple standardized assessment data results. The teachers meet in their Content Level PLCs and Grade Level PLCs to compare the data results and formulate strategies to target the individual needs of each student diagnosed from their Individualized Learning Plan (ILP). Teachers implement Formative Assessment for immediate feedback and reteach using Differentiated Instruction as needed. The cycle continues with every strand of the targeted GLEC's/Common Core. The data from the ILC process is reevaluated after each standardized testing period. Based on the data analysis of the four content area areas of the MEAP we identified Math, Science and ELA as target areas for improvement. We implement the goals/strategies of the School Improvement Plan (SIP) related to our ELA, Math and Science targets. Our improvement targets drive our implementation of the Common Core, which lead to decision-making for planning and instruction. By addressing the Common Core to our areas of improvement, we can align our instructional program from grade to grade by applying our Big Idea of Formative Assessments and Differentiated Instruction. We will update our data binders regularly based on current information on Data Director.

Low achieving K-5th grade students are identified using three forms of data. First we use results from the MClass DIBELS Next assessment. Students who appear in the red (High Risk/Deficit) or yellow (Some Risk/Emerging) are identified as below grade level. We "Progress Monitor" these students using BURST, Differentiated Learning Centers and Small Groups to adjust needs based on the data. The students are tracked and tested at least monthly to show growth in the Benchmark goal(s). The teacher will determine if the student is on track or if more interventions are necessary. The DIBELS test is given three times during the school year (Beginning, Middle, End).

Second we use the Renaissance Learning STAR Reading/Math test scores. Students whose Star cut score appear in the blue (On Watch = Below 40th percentile), yellow (Intervention = Below 25th percentile), and red (Urgent Intervention = Below 10th percentile) are identified as below grade level. Again, we progress monitor these students by providing intervention. They use Accelerated Reader and Math for independent practice. The STAR test is given three times during the school year (Beginning, Middle, End)

The final type of data gathered is from the District Benchmark (MAP) which is given three times during the year. We identify low achieving students by looking at the bottom percentile from the test. Again, intervention strategies are provided to increase student achievement.

Effective use of classroom data increases the probability that more students will demonstrate proficient and higher levels of performance.

When to collect that data and how to ensure quality assessment practices are essential components in reaching our desired target. (Stiggins, 1997) pg 10. The diagnostic thinking of teachers, every day in every classroom, is most likely to increase the probability that students will grow and achieve. Checking at intervals and making adjustments (best facilitated by formative assessment practices) in student learning and teaching will have high payoffs for student achievement. True diagnostic thinking requires teachers to reflect consciously on student learning and then connect their conclusions to the most effective next steps. When faculty knows and understands and understands principles of sound assessment and quality information about students, and because they involve students in the assessment process as part of their effective instruction, a range of benefits will accrue to all. (Stiggins, 1997, pg. 7) Consistent Formative Assessment throughout the lesson will identify needs of the students, signaling to the teacher if differentiated instruction needs to occur.

Vertical/Horizontal Teaming and Grade Level Articulation of the data occur at weekly Content Area PLCs and Grade Level PLCs. Staff shares strategies for improvement, then reflect upon successful lessons, and finally discuss areas for remediation based upon Formative

Assessment.

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

After a Data Collection and Disaggregation session during an August staff meeting, the Burton Turnaround Team decided that our data must be used to inform and differentiate instruction to meet individual student needs. We selected the Big Ideas of Formative Assessments, Differentiated Instruction, and Professional Learning Communities to further school improvement efforts toward a Rapid Turnaround. A review and analysis of the summative assessment - MEAP2012 -in this meeting, lead to the formation of three Professional Learning Communities: Data, Grade Level, and Content Area. These PLCs and The School Improvement Team determined that using Differentiated Instruction and Formative Assessment school-wide would improve the teaching and learning for all students.

Differentiated Instruction was the first paradigm shift that our entire staff had to make in September 2012. We updated the lesson plan templates for all content areas to include a section for small group instruction, center activities, and differentiation in the August 2012 Administrative Team meeting. Instructional Specialists modeled Direct Interactive Instruction and Differentiated Instruction in the classrooms and presented professional development during September Grade Level and Content Area PLCs. Teachers began to identify student Learning Styles/Multiple Intelligences by using Marjorie H. Haley's Multiple Intelligence Surveys for grades K-8 during the second week of the 2012 school year. Teachers recorded students' learning styles/multiple intelligences on the student Individualized Learning Plans (ILP). Grade Level PLC s and Content Area PLCs met weekly to share successful differentiation strategies and write differentiated lesson plans using the student ILPs. Instructional Specialists coordinated release schedules for teachers to observe their colleagues differentiating lessons for learning styles and multiple intelligences. Grade Level and Content Area PLCs used interim, formative, and summative data to plan for differentiated instruction. Teachers are allotted one hour weekly for planning and grade level articulation. Moving forward, we know that more than one hour of planning time per week is necessary for teacher collaboration and realization of the intended purposes of PLCs. Classrooms need at least four computers to create technology centers for the tactile, logical/spatial, and audio/visual learners during differentiated instruction. More funding is needed to remodel and upgrade our school library into a Library/Media Center. These additional resources would further our reform efforts to improve student achievement through the use of differentiated instruction, formative assessments, and professional learning communities.

To assess the effectiveness of differentiation, the Burton Administrators mandated the daily use of Formative Assessments for all grade level and content area instruction in October 2012. To derive perception data on the effectiveness of school-wide use of daily formative assessments, Administrators required instructional staff to write weekly reflection notes about the successes and implications for daily differentiated instruction and to list the formative assessments used for each lesson. These reflection notes are submitted weekly with each teacher's lesson plans. Teachers received a professional development on formative assessments during an October 2012 Content Area PLC. Teachers were given a booklet that contained types of formative assessments and Instructional Specialists involved the staff in demonstrating the formative assessments during the presentation. Some formative assessments that the Burton Staff use during or after whole class or differentiated instruction are: exit slips, questioning, entry slips, sentence synthesis, white boards, k-w-l charts, homework, concept maps, graphic organizers, and oral questioning.

The Burton Turnaround Team will promote the continuous use of individual student data through the use of classroom and school data walls. In September, teachers began using data walls to display interim data from Accelerated Reader, Accelerated Math, Star Reading, Star Math, Dibels, Burst, and TRC. Teachers maintain a data binder at their desk of student test results from Interim, Formative, and Summative Assessments. In September, students were assigned individual data folders to track their personal interim data and growth on Accelerated Reader, Accelerated Math, Star Reading, Star Math, Dibels, Burst, and TRC assessments.

Data Walls are also located in the main offices and near the gymnasium. Summative Assessments from the MEAP/MAP; Interim Assessment data from Accelerated Reader/Math , STAR, Dibels, Burst, TRC; and Perception Data from School Climate/Parent

Involvement/Leadership surveys are displayed. The data is visible for the stakeholders, students, staff, and parents. Public display of the data allows all stakeholders to take ownership, set goals, and work toward improvement.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Instructional time has increased across the district with the loss of three coordinating periods. Students have an additional 150 hours per week allotted for core subject learning. Burton International Academy has developed a student schedule that extends the core subject areas of learning by providing every student with 50 minutes per day of Mathematics, Science, and Social Studies. The Literacy block for primary grades (K-5th grade) has been extended to 155 minutes daily and secondary grades (6th - 8th grade) to 100 minutes daily. Within that time frame, teachers can provide students with small groups or centers for differentiated instruction to target the individual needs of all learners. Enrichment activities are also offered throughout the day such as Academic Games, Robotics, Computers, Project Based Learning, Supplemental Reading/Math (tutoring by highly qualified Burton Teachers), and the Beyond Basics tutoring program.

In order to monitor effective use of time allocated to the core subject areas, the administrative staff performs walk-throughs and reviews teacher lesson plans. The lesson plans should reflect blocks of Academic Learning Time allocated entirely to Academic Engagement within each core subject area. Academic Learning Time (ALT) is defined as the effective use of time. Academic Learning Time includes all available time, time allotted to instruction, and the engagement rate of students during the allocated time. When allocated time is equal to available time, and students are highly engaged, the result is a higher success rate (Action Learning Systems, 2010).

We expect to extend the 2012-13 school year four weeks, pending on District funding, which will add 120 hours to our school calendar.

During this time, students will continue to be fully engaged in the core subject areas of learning including enrichment activities that support the Common Core State Standards.

We propose that additional instruction can be allotted to students by extending the school day two hours to offer afterschool programs based on Common Core State Standards, our Improvement Targets, and core subjects (Reading, Math, and Science). Student selection will be based on low performance on MEAP, DIBELS, and classroom assessments. This extended day program will meet two hours per day, for three days weekly. Journals will be used for each subject in the classroom. Students will be able to document and summarize what was learned, created, and completed in their journals prior to dismissal. Individual Learning Plans, SIS Gradebook, Data Director created assessments, and Star Math/Reading tests will be used to document the needs, strengths and progress of each student. Students will be grouped for instruction based on data from Dibels Next and Data Director to effectively address Reading, Math, and Science needs.

Formative assessments will be used daily to guide instruction. Students will produce artifacts from their lessons. MEAP released items and teacher created assessments will be incorporated to focus instruction on the Target GLCEs and Common Core State Standards. Teachers will reflect on their lessons to verify what worked well and what did not work. This valuable information will be used to reevaluate future lessons. This will lead to seven additional hours per week of instruction and will include enrichment activities that support the Common Core State Standards.

Additional teachers are necessary for classes such as foreign languages, music, art and band allowing for more enrichment time for students and collaboration time for teachers as a team. Additional staff is needed to teach these classes or to assist classroom teachers. Also, adding an elementary science teacher and social studies teacher will help us to attain our school improvement targets. Acquiring additional teacher service will allow for additional coordinating periods to be used for teacher collaboration and data analysis for instructional planning.

Currently, collaboration time for teachers is offered one hour weekly during teacher PLC meetings. Teachers discuss strategies to increase student learning. The Administrative staff covers classes monthly to allow teachers to collaborate in Content Area PLC meetings. These meetings are used to discuss academic data, best practices, ideas for differentiated instruction, formative assessments, and projected needs and resources.

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

Burton will provide appropriate social, emotional, and community services that support the student needs in the form of staffing and special programs.

The highly qualified full-time counselor, part-time speech pathologist, part-time psychologist, and part-time social worker serve as Burton Resource Coordinating Team (RCT). This team provides students with services on a referral basis and assesses the needs of students to ensure that referred students receive appropriate school and community-based services.

The counselor has created a yearly plan of action to address bullying/conflict resolution, career pathways, college exploration, and positive behavior management. The counselor provides individual and group therapy sessions for students who are referred by staff and parents.

The part-time social worker, speech pathologist, and psychologist work two days weekly and provide scheduled visits to recipients of Specialized Student Services. Beginning in September, the Social Worker coordinates Gleaners Food Bank, Coats for Kids, Lenscrafters Optical program, Bel-tone Hearing services, and Mobile Dentist to service our students.

The full-time Bilingual teacher services the needs of our bilingual families. The Bilingual teacher co-teaches, differentiates instruction for various English Language Learners (ELL), and translates school and community correspondences to families.

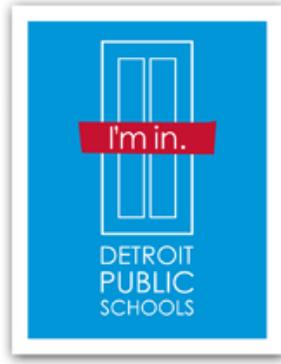
We have an active Parent Teacher Association (PTA) that meets monthly, every 3rd Tuesday from 5:00 p.m. - 7:00 p.m. Our Parent Teacher Association (PTA) office is housed in the building which makes access easy for communication. Burton Staff encourages parent and community input through surveys and participation on our School Improvement Plan Team. Burton Families receive communication with Burton Staff through Learning Village Parent Connect, Phone Blast messages, Parent Teacher conferences, Family Math and Science Nights, and monthly PTA meetings. We continuously seek additional community contacts and assistance to strengthen our programs tailored to the needs of our students.

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	<u>Detroit Educator Evaluation Process Manual(revised).pdf</u>
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	<u>Burton PD Calendar 2012-15.docx</u>
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	<u>Schedule 2012-2013 Students</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	<u>Schedule 2012-2013 Students</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	<u>PLC agendas.zip</u>
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	<u>DAEOE.LOA.PrioritySchools.pdf</u>



Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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Overview

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

The Purpose of Evaluations:

- Determine the effectiveness of teachers and school administrators ensuring that they are given ample opportunities for improvement.
 - Promote, retain, and develop teachers and school administrators, including providing relevant coaching, instructional support, or professional development.
- MCL 380.1249(1)(d)

Why We Need an Updated Teacher Evaluation System

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

AND MOST OF ALL THAT EVERYONE IS LEARNING!

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

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

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



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

IT IS HEREBY ORDERED:

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

NEW POLICY

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

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

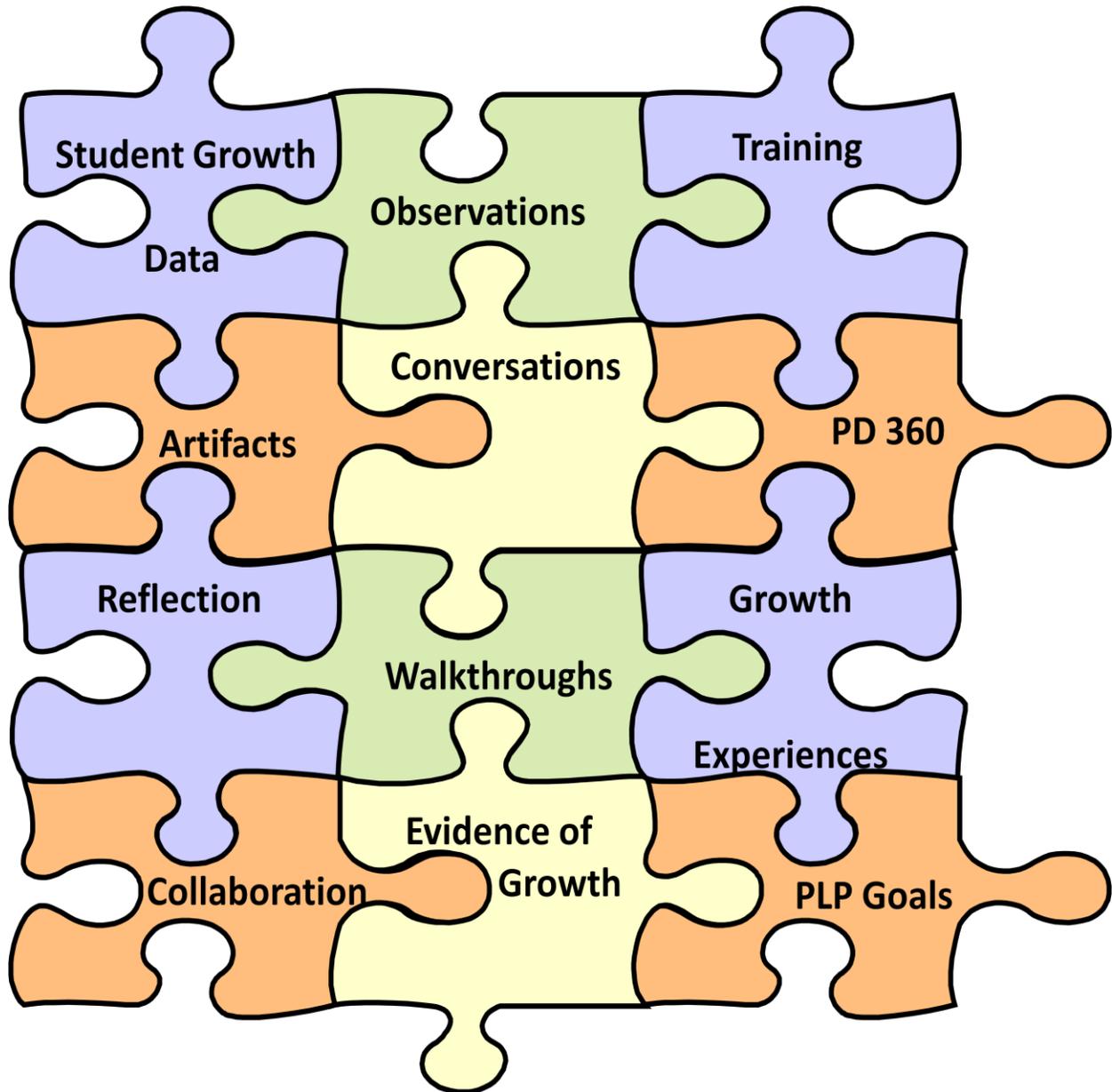
380.1249 Performance Evaluation System.

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

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



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

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

II. Student Growth as Predominant Factor

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

III. Classroom Management

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

IV. Relevant Special Training

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

V. Educator Responsibilities

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

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND CONTRIBUTIONS



Performance Level Ratings

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

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

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

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

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



Student Growth Information

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

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

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

LIST OF DATA SOURCES

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



Observer Guidelines

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

September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

Support and assist teachers

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

April-May

Conduct end-of-year observation

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

Conduct teacher conference

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

Complete Annual Rating Form

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

June – June

Year-Round Activities

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



Request for Assistance and Support

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

NAME OF EMPLOYEE: _____ SCHOOL: _____

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

AREA(S) OF CONCERN:

Table with 2 columns and 3 rows of checkboxes for areas of concern: Delivery of Instruction, Lesson Planning, Classroom Management/Discipline, Knowledge of Subject, Record Keeping, Other.

SUPPORT PROVIDED:

Table with 2 columns and 3 rows of checkboxes for support provided: Informal Observations, Classroom Assistance, Individual Conferences/Meetings, Professional Learning Plan, Professional Development Opportunities, Specify any other support provided.

SUPPORT REQUESTED:

Table with 2 columns and 2 rows of checkboxes for support requested: Professional Development Specialist, Professional Development, Content Area Instructional Specialist, Other.

Principal's Signature

Request Date

School Phone No.



Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

PD360 and OBSERVATION360

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

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

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

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

FORMS

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

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

CORE ELEMENT III. CLASSROOM MANAGEMENT

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



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

<p>DPS Core Elements</p> <ol style="list-style-type: none"> 1. Demonstrated Pedagogical Skills 2. Student Growth as a predominant factor 3. Classroom Management 4. Relevant Special Training 5. Educator Responsibilities 	<p>Element(s) to be addressed:</p>
---	------------------------------------

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

Table with 4 columns: Element Name, Multiplier (x), Weight, and Score Line. Rows include Element 1-5 Summary Rating Scores, TOTAL ABOVE, and 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

Effectiveness Label:

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

Attendance & Discipline

Number of Absences _____ Number of Tardies _____

Disciplinary Incidents _____ Written Reprimands _____
(Attach documentation) (Attach documentation)

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

Four horizontal lines for listing contributions and accomplishments.

Evaluator Signature

Teacher Signature



RETENTION RATING SCORING

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

The following four categories will have the following ratings:

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

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

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

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

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

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

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

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

¹ Excluding Approved Medical/FMLA Leave.



1. Common Core Video Presentation (Mrs. Kings)
2. Learning Styles (Ms. Williams)

*** Parent Workshops *****

Teachers, please submit your lists of students to Ms. Williams for the Parent Workshops.

3. Turnaround School Meeting Summary and Debriefing (Dr. Wilson)
 4. MEAP Update/Testing Schedule/ Individualized Learning Plan (ILP) (Ms. Blankenship)
 5. Student Supplemental Services Survey (Dr. Wilson)
 6. Observations , PD360, Walkthroughs (Dr. Wilson)
 7. Voting (Mrs. D. Smith)
 8. Mathematics Departmental Meeting Update (Mrs. Boykin)
 - Classroom Look Fors
 - Learning Village Tour
 - 90 minutes for Mathematics Instruction daily
 9. Professional Learning Community Focus: Content Area (Mrs. Snadon)
- ****Revist Grade Level PLC for job assignments and discussion of assigned task.****
- **Tasks for Each Content Area PLC {Reading, Math, Science, Social Studies}**
 - a) **Select a Facilitator, Timekeeper, and Recorder.**
 - b) **Discuss the Common Core standards for Reading and Math. Determine which strands require mastery for the next grade level with a focus on MEAP Skills. For Science and Social Studies, please use your GLCEs, MEAP, Core Democratic Values and the Reading CCSS.**
 - c) **Begin completing your PLP.**
 - d) **Complete ILPs**



Burton International Academy

Staff Meeting Agenda

October 3, 2012

- e) **Recorder must email Ms. Williams the notes from their Content Area PLC. Please include the names of members and the names for facilitator, timekeeper, and recorder.**

Leap for the Meap



Leap for the Meap



Burton International Academy

Staff Meeting Agenda

September 26, 2012

1. RCT Presentation (Mrs. Mularoni)
2. Housekeeping (Ms. Williams)
3. Priority School Status/State Monitor (Dr. Wilson)
3. Parent Workshops overview (Mrs. Ida Byrd-Hill, Mrs. Angie Ri'Chard)

Vendor = Uplift, Inc.

October: "Establishing Routines, Rules, High Expectations for Your Child"

November: "Homework Assistance"

December: "Standardized Testing Assistance"

January: "Math Vocabulary"

February: "Increasing Academic Performance through Vocabulary Building"

March: "Carnegie Math Principles"

April: "Journaling Our Way to Excellent Writing Skills"

May: "STEM (Science, Technology, Engineering and Mathematics)"

June: "MEAP Preparation"

4. Common Core State Standards Presentation (Mrs. Kings/Mrs. Snadon/Mrs. Martin)
5. MEAP Update/Testing Schedule/ Individualized Learning Plan (ILP) (Ms. Blankenship/Mrs. Kings)

http://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf

6. Professional Learning Community (PLC) Meeting Presentation (Mrs. Snadon/Mrs. Kings)
 - **PLC Focus: Grade Level Meeting**
 - **Tasks for Each Grade Level PLC**
 - a) **Select a Facilitator, Timekeeper, and Recorder.**
 - b) **Begin completing the content area objectives on the ILP for each student.**
 - c) **Begin completing your PLP.**
 - d) **Recorder must email Ms. Williams the notes from their Grade Level PLC. Please include the names of members and the names for facilitator, timekeeper, and recorder.**

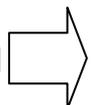
7. Please review Burton's Professional Development Calendar at the end of the School Improvement Plan. Staff members are welcome to present a Professional Development in the areas listed on the PD Calendar. A sign-up list for presentations will be posted by Friday, September 28, 2012.

Ready, Set, Go...MEAP

- **Departmental Meetings**
- **Lesson Plans**
- **AYP**
- **Words of Encouragement to the Dream Team**
- **Progress Reports go home 10/05/12 or view on SIS/Parent Connect**

MEAP IS EVERYBODY'S BUSINESS

1. Central Office Report (Day 1)
2. STAR Reading/STAR Math (window opens 9/10/12)
3. SSA Assignments (Teachers in grades K-2 and 3-5 discuss SSA assignments. Schedule will be determined due to limited service.)
4. School Bus Procedures- Homeroom teachers must submit a list of students riding the bus to the office by tomorrow, 9/6/12.
 - K-2: Teachers need to discuss and implement a procedure that identifies the SSAs' roles and how bus students will dismiss and board the correct bus.
 - K-8: Posting Bus Students names and bus numbers/routes outside the classrooms in the event that teacher is absent.
 - 3-8: Dismissal Procedures for Bus Students
5. Submit Locket Assignment List to Mrs. Snadon by Monday, 9/10/12.
6. Emergency Cards due in office (alphabetized) on Friday, 9/7/12 .
6. Lesson Plan Checklist Critique/ Discussion
7. Book Contract Forms (Issue students books to take home after receiving Book Contract Forms)
8. Public Release Forms
9. Parent Concerns [Discuss in Grade Level Meetings]
 - ✓ Promotion Requests
 - ✓ Transfer Requests
10. Teacher Binders [Must be assembled and available by first round of evaluations Sept. 17, 2012]



Burton International Academy

Staff Meeting Agenda

September 5, 2012 @ 3:00 p.m

- Data Section
- Lesson Plan Section
- Discipline Log

11. Grade Book Evaluation [Dr. Wilson will come to rooms to check **grade books on the SIS 9/13/12 and 9/14/12.**]

12. Meeting Schedules

- **Content Area Meetings** will be held on **1st and 3rd Wednesdays**
- **Grade Level Meetings** will be held on **2nd and 4th Wednesdays**
- **Committee Meetings** will be held on **3rd and 5th Wednesdays**
- **Next staff Meeting will be held on 9/19/12 due to Open House and missed lunch during 8/29/12 Professional Development.**

13. MEAP IS EVERYBODY'S BUSINESS

- ❖ Mrs. Ri'chard (PTA) will assist in grades 3 and 4 to review Math, ELA, and Science concepts for the MEAP. Schedule will be determined for next three weeks. See Mrs. Snadon for more details.
- ❖ All teachers should be implementing MEAP Action Plans for the entire month of September. Please assign homework that focuses on Target GLCEs or MEAP-related activities.

Burton International Academy
2012-2015
Professional Development Calendar

GOALS	WHEN	FOCUS	WHO	EVIDENCE/EVALUATION
1,2,3,4,5	August 2012	Common Core Standards/Curriculum	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5,	August 2012	Integrating Technology	Teachers, Administrators, Title 1 Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	September 2012	Data Analysis	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	October 2012- December 2012	Data Director- Creating Formative Assessments	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
2	November 2012	Differentiating Instruction	Teachers, Administrators, Title I Staff School Service Assistants	Agenda Sign-in Sheet Evaluation
5	December 2012	Write!Write!Write!: 6+ 1 Writing Traits	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	January 2013	Small Group Instruction	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	January 2013	Integrating Science Across the Curriculum	Teachers, Administrators, Title I Staff School Service Assistants	Agenda Sign-in Sheet Evaluation
1,2	February 2013	Destination Learning	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
2	February 2013	Accelerated Reader	Teachers, Administrators, Title I Staff School Service Assistants	Agenda Sign-in Sheet Evaluation

Burton International Academy

2012-2015

Professional Development Calendar

GOALS	WHEN	FOCUS	WHO	EVIDENCE/EVALUATION
1	February 2013	Accelerated Math	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation, Survey
1,2,3,4,5	March 2013	Collaborative Scoring of Common Formative Assessments	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation, Survey
5	April 2013	My-ACCESS: School- Wide On-line Writing Program	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	May 2013	DII - Direct Interactive Instruction	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	May 2013	MEAP Data Analysis	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	August 2013	Common Core Standards/Curriculum	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5,	August 2013	Integrating Technology	Teachers, Administrators, Title 1 Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	September 2013	Data Analysis	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	October 2013- December 2013	Data Director- Creating Formative Assessments	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	November 2013	Differentiating Instruction	Teachers, Administrators, Title I Staff School Service Assistants	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	December 2013	Learning Styles	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	January 2014	Small Group Instruction	Teachers, Administrators,	Agenda Sign-in Sheet

			Title I Staff	Evaluation
1,2,3,4,5	January 2014	Integrating Science Across the Curriculum	Teachers, Administrators, Title I Staff School Service Assistants	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	February 2014	Professional Learning Communities at Work	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
2	February 2014	Aligning Common Formative Assessments to Standards	Teachers, Administrators, Title I Staff School Service Assistants	Agenda Sign-in Sheet Evaluation
1	February 2014	Connecting “unwrapped” Standards to Formative Assessments	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation, Survey
1,2,3,4,5	March 2014	Collaborative Scoring of Common Formative Assessments	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation, Survey
5	April 2014	My-ACCESS: School-Wide On-line Writing Program	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	May 2014	DII - Direct Interactive Instruction	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	May 2014	MEAP Data Analysis	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	August 2014	Common Core Standards/Curriculum	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5,	August 2014	Integrating Technology	Teachers, Administrators, Title 1 Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	September 2014	Data Analysis	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	October 2014- December 2014	Data Director- Creating Formative Assessments	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
2	November	Differentiating	Teachers,	Agenda

	2014	Instruction	Administrators, Title I Staff School Service Assistants	Sign-in Sheet Evaluation
5	December 2014	Write!Write!Write!: 6+ 1 Writing Traits	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	January 2015	Small Group Instruction	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	January 2015	Integrating Science Across the Curriculum	Teachers, Administrators, Title I Staff School Service Assistants	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	February 2015	Developing and Refining Common Formative Assessments	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	February 2015	DII	Teachers, Administrators, Title I Staff School Service Assistants	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	February 2015	Multiple Intelligences	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation, Survey
1,2,3,4,5	March 2015	Collaborative Scoring of Common Formative Assessments	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation, Survey
5	April 2015	My-ACCESS: School- Wide On-line Writing Program	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	May 2015	DII - Direct Interactive Instruction	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	May 2015	MEAP Data Analysis	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation
1,2,3,4,5	August 2015	Common Core Standards/Curriculum	Teachers, Administrators, Title I Staff	Agenda Sign-in Sheet Evaluation

2012-2013 *Burton Int'l Student Schedule*

11/01

Section: 33

Student

Grade: 8

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Math	Science	Reading	Reading	Lunch	Supplement Math Section 33	Computer	Social Studies
Tuesday	Math	Science	Reading	Reading		Swim	Computer	Social Studies
Wednesday	Math	Science	Reading	Reading		Supplement Math Section 33	Computer	Social Studies
Thursday	Math	Science	Reading	Reading		Swim	Computer	Social Studies
Friday	Math	Science	Reading	Reading		Project Based Learning 33	Computer	Social Studies

Section: 32

Student

Grade: 8

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Science	Social Studies	Math	Robotics	Lunch	Reading	Reading	Computer
Tuesday	Science	Social Studies	Math	Swim		Reading	Reading	Library
Wednesday	Science	Social Studies	Math	Robotics		Reading	Reading	Computer
Thursday	Science	Social Studies	Math	Swim		Reading	Reading	Library
Friday	Science	Social Studies	Math	Project Based Learning 32		Reading	Reading	Computer

2012-2013 Burton Int'l Student Schedule

11/01

Section: 31

Student

Grade: 8

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Science	Social Studies	Lunch	Gym	Math	Supplement Reading Section 31
Tuesday	Reading	Reading	Science	Social Studies		Gym	Math	Swim
Wednesday	Reading	Reading	Science	Social Studies		Gym	Math	Supplement Reading Section 31
Thursday	Reading	Reading	Science	Social Studies		Gym	Math	Swim
Friday	Reading	Reading	Science	Social Studies		Gym	Math	Project Based Learning 31

Section: 30

Student

Grade: 7

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Social Studies	Computer	Reading	Reading	Lunch	Science	Supplement Social S. Section 30	Math
Tuesday	Social Studies	Computer	Reading	Reading		Science	Gym	Math
Wednesday	Social Studies	Computer	Reading	Reading		Science	Supplement Social Section 30	Math
Thursday	Social Studies	Computer	Reading	Reading		Science	Gym	Math
Friday	Social Studies	Computer	Reading	Reading		Science	Project Based Learning 30	Math

2012-2013 Burton Int'l Student Schedule

11/01

Section: 29

Student

Grade: 7

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Gym	Math	Boykin Academic Games	Lunch	Social Studies	Reading	Reading	Science
Tuesday	Gym	Math	Section 29 Academic Games		Social Studies	Reading	Reading	Science
Wednesday	Gym	Math	Section 29 Academic Games		Social Studies	Reading	Reading	Science
Thursday	Gym	Math	Section 29 Academic Games		Social Studies	Reading	Reading	Science
Friday	Project Based Learning 29	Math	Computer		Social Studies	Reading	Reading	Science

Section: 28

Student

Grade: 7

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Social Studies	Math	Lunch	Computer	Science	Supplement Reading Section 28
Tuesday	Reading	Reading	Social Studies	Math		Computer	Science	Gym
Wednesday	Reading	Reading	Social Studies	Math		Computer	Science	Supplement Reading Section 28
Thursday	Reading	Reading	Social Studies	Math		Computer	Science	Gym
Friday	Reading	Reading	Social Studies	Math		Computer	Science	Project Based Learning 28

2012-2013 *Burton Int'l Student Schedule*

11/01

Section: 27

Student

Grade: 6

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Math	Library	Reading	Reading	Lunch	Social Studies	Supplement Math Section 27	Science
Tuesday	Math	Library	Reading	Reading		Social Studies	Swim	Gym
Wednesday	Math	Gym	Reading	Reading		Social Studies	Supplement Math Section 27	Science
Thursday	Math	Gym	Reading	Reading		Social Studies	Swim	Science
Friday	Math	Gym	Reading	Reading		Social Studies	Project Based Learning 27	Science

Section: 26

Student

Grade: 6

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Social Studies	Math	Library	Science	Lunch	Reading	Reading	Supplement Social S. Section 30
Tuesday	Social Studies	Math	Swim	Science		Reading	Reading	Computers
Wednesday	Social Studies	Math	Library	Science		Reading	Reading	Supplement Social S. Section 30
Thursday	Social Studies	Math	Swim	Science		Reading	Reading	Computers
Friday	Social Studies	Math	Library	Science		Reading	Reading	Project Based Learning 26

2012-2013 *Burton Int'l Student Schedule*

11/01

Section: 25

Student

Grade: 6

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Swim	Math	Lunch	Science	Social Studies	Library
Tuesday	Reading	Reading	Computers	Math		Science	Social Studies	Supplement Social S. Mr. Guyton
Wednesday	Reading	Reading	Swim	Math		Science	Social Studies	Gym
Thursday	Reading	Reading	Computers	Math		Science	Social Studies	Supplement Social S. Mr. Guyton
Friday	Reading	Reading	Swim	Math		Science	Social Studies	Gym

Section: 22

Student

Grade: 5

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Science	Social Studies	Gym	Lunch	Reading	Reading	Reading	Math
Tuesday	Science	Social Studies	Gym		Reading	Reading	Reading	Math
Wednesday	Science	Social Studies	Gym		Reading	Reading	Reading	Math
Thursday	Science	Social Studies	Gym		Reading	Reading	Reading	Math
Friday	Science	Social Studies	Project Based Learning 22		Reading	Reading	Reading	Math

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Section: 21

Student

Grade: 5

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Social Studies	Math	Lunch	Science	Swim
Tuesday	Reading	Reading	Reading	Social Studies	Math		Science	Supplement Reading Section 21
Wednesday	Reading	Reading	Reading	Social Studies	Math		Science	Swim
Thursday	Reading	Reading	Reading	Social Studies	Math		Science	Project Based Learning 21
Friday	Reading	Reading	Reading	Social Studies	Math		Science	Swim

Section: 20

Student

Grade: 4

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Math	Social Studies	Lunch	Swim	Science
Tuesday	Reading	Reading	Reading	Math	Social Studies		Accelerated Reading	Science
Wednesday	Reading	Reading	Reading	Math	Social Studies		Swim	Science
Thursday	Reading	Reading	Reading	Math	Social Studies		Accelerated Math	Science
Friday	Reading	Reading	Reading	Math	Social Studies		Project Based Learning 20	Science

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Section: 19

Student

Grade: 4

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Math	Social Studies	Lunch	Gym	Science
Tuesday	Reading	Reading	Reading	Math	Social Studies		Accelerated Reading	Science
Wednesday	Reading	Reading	Reading	Math	Social Studies		Gym	Science
Thursday	Reading	Reading	Reading	Math	Social Studies		Accelerated Math	Science
Friday	Project Based Learning 19	Reading	Reading	Reading	Math		Social Studies	Science

Section: 18

Student

Grade: 3

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Computer	Math	Social Studies	Science
Tuesday	Reading	Reading	Reading		Accelerated Reading	Math	Social Studies	Science
Wednesday	Reading	Reading	Reading		Computer	Math	Social Studies	Science
Thursday	Reading	Reading	Reading		Accelerated Math	Math	Social Studies	Science
Friday	Reading	Reading	Reading		Project Based Learning 18	Math	Social Studies	Science

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Section: 17

Student

Grade: 3

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Swim	Math	Social Studies	Science
Tuesday	Reading	Reading	Reading		Accelerated Reading	Math	Social Studies	Science
Wednesday	Reading	Reading	Reading		Swim	Math	Social Studies	Science
Thursday	Reading	Reading	Reading		Accelerated Math	Math	Social Studies	Science
Friday	Reading	Reading	Reading		Project Based Learning 17	Math	Social Studies	Science

Section: 16

Student

Grade: 3

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Gym	Math	Social Studies	Science
Tuesday	Reading	Reading	Reading		Accelerated Reading	Math	Social Studies	Science
Wednesday	Reading	Reading	Reading		Gym	Math	Social Studies	Science
Thursday	Reading	Reading	Reading		Computer	Math	Social Studies	Science
Friday	Reading	Reading	Reading		Project Based Learning 16	Math	Social Studies	Science

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Section: 15

Student

Grade: 2

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Accelerated Reading	Math	Science	Lunch	Reading	Reading	Reading	Social Studies
Tuesday	Reading	Math	Science		Gym	Reading	Reading	Social Studies
Wednesday	Accelerated Math	Math	Science		Reading	Reading	Reading	Social Studies
Thursday	Reading	Math	Science		Gym	Reading	Reading	Social Studies
Friday	Project Based Learning 15	Math	Science		Reading	Reading	Reading	Social Studies

Section: 14

Student

Grade: 2

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Accelerated Reading	Math	Science	Lunch	Reading	Reading	Reading	Social Studies
Tuesday	Science	Math	Swim		Reading	Reading	Reading	Social Studies
Wednesday	Accelerated Math	Math	Science		Reading	Reading	Reading	Social Studies
Thursday	Science	Math	Reading		Computer	Reading	Reading	Social Studies
Friday	Project Based Learning 14	Math	Science		Reading	Reading	Reading	Social Studies

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Section: 13

Student

Grade: 2

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Social Studies	Math	Science	Lunch	Accelerated Reading	Reading	Reading	Reading
Tuesday	Social Studies	Math	Science		Swim	Reading	Reading	Reading
Wednesday	Social Studies	Math	Science		Accelerated Math	Reading	Reading	Reading
Thursday	Social Studies	Math	Science		Swim	Reading	Reading	Reading
Friday	Social Studies	Math	Science		Project Based Learning 13	Reading	Reading	Reading

Section: 12

Teacher: Toney

Grade: 1

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Accelerated Reading	Science	Social Studies	Math
Tuesday	Reading	Gym	Reading		Reading	Science	Social Studies	Math
Wednesday	Reading	Reading	Reading		Accelerated Math	Science	Social Studies	Math
Thursday	Reading	Reading	Reading		Science	Social Studies	Social Studies	Math
Friday	Reading	Reading	Reading		Gym	Science	Project Based Learning 12	Math

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Section: 11

Teacher: Vitale

Grade: 1

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Math	Swim	Social Studies	Science
Tuesday	Reading	Reading	Reading		Math	Accelerated Reading	Social Studies	Science
Wednesday	Reading	Reading	Reading		Math	Social Studies	Social Studies	Science
Thursday	Reading	Reading	Reading		Math	Accelerated Math	Social Studies	Science
Friday	Reading	Reading	Reading		Computer	Project Based Learning 11	Math	Science

Section: 10

Teacher: Barkley

Grade: 1

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Social Studies	Gym	Math	Lunch	Reading	Reading	Reading	Science
Tuesday	Social Studies	Accelerated Reading	Math		Reading	Reading	Reading	Science
Wednesday	Social Studies	Social Studies	Math		Reading	Reading	Reading	Science
Thursday	Social Studies	Accelerated Math	Math		Reading	Reading	Reading	Science
Friday	Project Based Learning 10	Math	Reading		Swim	Reading	Reading	Science

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Section: 9

Teacher: Hoskins

Grade: K

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Math	Reading	Computer	Reading	Reading	Lunch	Science	Social Studies
Tuesday	Math	Accelerated Reading	Reading	Reading	Reading		Science	Social Studies
Wednesday	Math	Accelerated Math	Reading	Reading	Reading		Science	Social Studies
Thursday	Math	Swim	Reading	Reading	Reading		Science	Social Studies
Friday	Math	Project Based Learning 9	Reading	Reading	Reading		Science	Social Studies

Section: 8

Teacher: Bailey

Grade: K

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Math	Accelerated Reading	Reading	Reading	Reading	Lunch	Science	Social Studies
Tuesday	Math	Swim	Reading	Reading	Reading		Science	Social Studies
Wednesday	Math	Reading	Computer	Reading	Reading		Science	Social Studies
Thursday	Math	Accelerated Math	Reading	Reading	Reading		Science	Social Studies
Friday	Math	Project Based Learning 8	Reading	Reading	Reading		Science	Social Studies

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Section: 33

Student

Grade: 8

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Math	Science	Reading	Reading	Lunch	Supplement Math Section 33	Computer	Social Studies
Tuesday	Math	Science	Reading	Reading		Swim	Computer	Social Studies
Wednesday	Math	Science	Reading	Reading		Supplement Math Section 33	Computer	Social Studies
Thursday	Math	Science	Reading	Reading		Swim	Computer	Social Studies
Friday	Math	Science	Reading	Reading		Project Based Learning 33	Computer	Social Studies

Section: 32

Student

Grade: 8

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Science	Social Studies	Math	Robotics	Lunch	Reading	Reading	Computer
Tuesday	Science	Social Studies	Math	Swim		Reading	Reading	Library
Wednesday	Science	Social Studies	Math	Robotics		Reading	Reading	Computer
Thursday	Science	Social Studies	Math	Swim		Reading	Reading	Library
Friday	Science	Social Studies	Math	Project Based Learning 32		Reading	Reading	Computer

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Section: 31

Student

Grade: 8

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Science	Social Studies	Lunch	Gym	Math	Supplement Reading Section 31
Tuesday	Reading	Reading	Science	Social Studies		Gym	Math	Swim
Wednesday	Reading	Reading	Science	Social Studies		Gym	Math	Supplement Reading Section 31
Thursday	Reading	Reading	Science	Social Studies		Gym	Math	Swim
Friday	Reading	Reading	Science	Social Studies		Gym	Math	Project Based Learning 31

Section: 30

Student

Grade: 7

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Social Studies	Computer	Reading	Reading	Lunch	Science	Supplement Social S. Section 30	Math
Tuesday	Social Studies	Computer	Reading	Reading		Science	Gym	Math
Wednesday	Social Studies	Computer	Reading	Reading		Science	Supplement Social Section 30	Math
Thursday	Social Studies	Computer	Reading	Reading		Science	Gym	Math
Friday	Social Studies	Computer	Reading	Reading		Science	Project Based Learning 30	Math

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Section: 29

Student

Grade: 7

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Gym	Math	Boykin Academic Games	Lunch	Social Studies	Reading	Reading	Science
Tuesday	Gym	Math	Section 29 Academic Games		Social Studies	Reading	Reading	Science
Wednesday	Gym	Math	Section 29 Academic Games		Social Studies	Reading	Reading	Science
Thursday	Gym	Math	Section 29 Academic Games		Social Studies	Reading	Reading	Science
Friday	Project Based Learning 29	Math	Computer		Social Studies	Reading	Reading	Science

Section: 28

Student

Grade: 7

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Social Studies	Math	Lunch	Computer	Science	Supplement Reading Section 28
Tuesday	Reading	Reading	Social Studies	Math		Computer	Science	Gym
Wednesday	Reading	Reading	Social Studies	Math		Computer	Science	Supplement Reading Section 28
Thursday	Reading	Reading	Social Studies	Math		Computer	Science	Gym
Friday	Reading	Reading	Social Studies	Math		Computer	Science	Project Based Learning 28

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Section: 27

Student

Grade: 6

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Math	Library	Reading	Reading	Lunch	Social Studies	Supplement Math Section 27	Science
Tuesday	Math	Library	Reading	Reading		Social Studies	Swim	Gym
Wednesday	Math	Gym	Reading	Reading		Social Studies	Supplement Math Section 27	Science
Thursday	Math	Gym	Reading	Reading		Social Studies	Swim	Science
Friday	Math	Gym	Reading	Reading		Social Studies	Project Based Learning 27	Science

Section: 26

Student

Grade: 6

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Social Studies	Math	Library	Science	Lunch	Reading	Reading	Supplement Social S. Section 30
Tuesday	Social Studies	Math	Swim	Science		Reading	Reading	Computers
Wednesday	Social Studies	Math	Library	Science		Reading	Reading	Supplement Social S. Section 30
Thursday	Social Studies	Math	Swim	Science		Reading	Reading	Computers
Friday	Social Studies	Math	Library	Science		Reading	Reading	Project Based Learning 26

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Section: 25

Student

Grade: 6

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Swim	Math	Lunch	Science	Social Studies	Library
Tuesday	Reading	Reading	Computers	Math		Science	Social Studies	Supplement Social S. Mr. Guyton
Wednesday	Reading	Reading	Swim	Math		Science	Social Studies	Gym
Thursday	Reading	Reading	Computers	Math		Science	Social Studies	Supplement Social S. Mr. Guyton
Friday	Reading	Reading	Swim	Math		Science	Social Studies	Gym

Section: 22

Student

Grade: 5

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Science	Social Studies	Gym	Lunch	Reading	Reading	Reading	Math
Tuesday	Science	Social Studies	Gym		Reading	Reading	Reading	Math
Wednesday	Science	Social Studies	Gym		Reading	Reading	Reading	Math
Thursday	Science	Social Studies	Gym		Reading	Reading	Reading	Math
Friday	Science	Social Studies	Project Based Learning 22		Reading	Reading	Reading	Math

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Section: 21

Student

Grade: 5

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Social Studies	Math	Lunch	Science	Swim
Tuesday	Reading	Reading	Reading	Social Studies	Math		Science	Supplement Reading Section 21
Wednesday	Reading	Reading	Reading	Social Studies	Math		Science	Swim
Thursday	Reading	Reading	Reading	Social Studies	Math		Science	Project Based Learning 21
Friday	Reading	Reading	Reading	Social Studies	Math		Science	Swim

Section: 20

Student

Grade: 4

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Math	Social Studies	Lunch	Swim	Science
Tuesday	Reading	Reading	Reading	Math	Social Studies		Accelerated Reading	Science
Wednesday	Reading	Reading	Reading	Math	Social Studies		Swim	Science
Thursday	Reading	Reading	Reading	Math	Social Studies		Accelerated Math	Science
Friday	Reading	Reading	Reading	Math	Social Studies		Project Based Learning 20	Science

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Section: 19

Student

Grade: 4

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Math	Social Studies	Lunch	Gym	Science
Tuesday	Reading	Reading	Reading	Math	Social Studies		Accelerated Reading	Science
Wednesday	Reading	Reading	Reading	Math	Social Studies		Gym	Science
Thursday	Reading	Reading	Reading	Math	Social Studies		Accelerated Math	Science
Friday	Project Based Learning 19	Reading	Reading	Reading	Math		Social Studies	Science

Section: 18

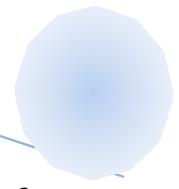
Student

Grade: 3

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Computer	Math	Social Studies	Science
Tuesday	Reading	Reading	Reading		Accelerated Reading	Math	Social Studies	Science
Wednesday	Reading	Reading	Reading		Computer	Math	Social Studies	Science
Thursday	Reading	Reading	Reading		Accelerated Math	Math	Social Studies	Science
Friday	Reading	Reading	Reading		Project Based Learning 18	Math	Social Studies	Science

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Section: 17

Student

Grade: 3

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Swim	Math	Social Studies	Science
Tuesday	Reading	Reading	Reading		Accelerated Reading	Math	Social Studies	Science
Wednesday	Reading	Reading	Reading		Swim	Math	Social Studies	Science
Thursday	Reading	Reading	Reading		Accelerated Math	Math	Social Studies	Science
Friday	Reading	Reading	Reading		Project Based Learning 17	Math	Social Studies	Science

Section: 16

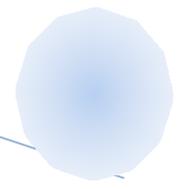
Student

Grade: 3

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Gym	Math	Social Studies	Science
Tuesday	Reading	Reading	Reading		Accelerated Reading	Math	Social Studies	Science
Wednesday	Reading	Reading	Reading		Gym	Math	Social Studies	Science
Thursday	Reading	Reading	Reading		Computer	Math	Social Studies	Science
Friday	Reading	Reading	Reading		Project Based Learning 16	Math	Social Studies	Science

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Section: 15

Student

Grade: 2

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Accelerated Reading	Math	Science	Lunch	Reading	Reading	Reading	Social Studies
Tuesday	Reading	Math	Science		Gym	Reading	Reading	Social Studies
Wednesday	Accelerated Math	Math	Science		Reading	Reading	Reading	Social Studies
Thursday	Reading	Math	Science		Gym	Reading	Reading	Social Studies
Friday	Project Based Learning 15	Math	Science		Reading	Reading	Reading	Social Studies

Section: 14

Student

Grade: 2

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Accelerated Reading	Math	Science	Lunch	Reading	Reading	Reading	Social Studies
Tuesday	Science	Math	Swim		Reading	Reading	Reading	Social Studies
Wednesday	Accelerated Math	Math	Science		Reading	Reading	Reading	Social Studies
Thursday	Science	Math	Reading		Computer	Reading	Reading	Social Studies
Friday	Project Based Learning 14	Math	Science		Reading	Reading	Reading	Social Studies

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Section: 13

Student

Grade: 2

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Social Studies	Math	Science	Lunch	Accelerated Reading	Reading	Reading	Reading
Tuesday	Social Studies	Math	Science		Swim	Reading	Reading	Reading
Wednesday	Social Studies	Math	Science		Accelerated Math	Reading	Reading	Reading
Thursday	Social Studies	Math	Science		Swim	Reading	Reading	Reading
Friday	Social Studies	Math	Science		Project Based Learning 13	Reading	Reading	Reading

Section: 12

Teacher: Toney

Grade: 1

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Accelerated Reading	Science	Social Studies	Math
Tuesday	Reading	Gym	Reading		Reading	Science	Social Studies	Math
Wednesday	Reading	Reading	Reading		Accelerated Math	Science	Social Studies	Math
Thursday	Reading	Reading	Reading		Science	Social Studies	Social Studies	Math
Friday	Reading	Reading	Reading		Gym	Science	Project Based Learning 12	Math

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Section: 11

Teacher: Vitale

Grade: 1

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Reading	Reading	Reading	Lunch	Math	Swim	Social Studies	Science
Tuesday	Reading	Reading	Reading		Math	Accelerated Reading	Social Studies	Science
Wednesday	Reading	Reading	Reading		Math	Social Studies	Social Studies	Science
Thursday	Reading	Reading	Reading		Math	Accelerated Math	Social Studies	Science
Friday	Reading	Reading	Reading		Computer	Project Based Learning 11	Math	Science

Section: 10

Teacher: Barkley

Grade: 1

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Social Studies	Gym	Math	Lunch	Reading	Reading	Reading	Science
Tuesday	Social Studies	Accelerated Reading	Math		Reading	Reading	Reading	Science
Wednesday	Social Studies	Social Studies	Math		Reading	Reading	Reading	Science
Thursday	Social Studies	Accelerated Math	Math		Reading	Reading	Reading	Science
Friday	Project Based Learning 10	Math	Reading		Swim	Reading	Reading	Science

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Section: 9

Teacher: Hoskins

Grade: K

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Math	Reading	Computer	Reading	Reading	Lunch	Science	Social Studies
Tuesday	Math	Accelerated Reading	Reading	Reading	Reading		Science	Social Studies
Wednesday	Math	Accelerated Math	Reading	Reading	Reading		Science	Social Studies
Thursday	Math	Swim	Reading	Reading	Reading		Science	Social Studies
Friday	Math	Project Based Learning 9	Reading	Reading	Reading		Science	Social Studies

Section: 8

Teacher: Bailey

Grade: K

Homeroom 7:30- 7:40	1 7:40 8:30	2 8:32 9:22	3 9:24 10:14	4 10:16 11:06	5 11:11 12:01	6 12:06 12:56	7 12:58 1:48	8 1:50 2:40
Monday	Math	Accelerated Reading	Reading	Reading	Reading	Lunch	Science	Social Studies
Tuesday	Math	Swim	Reading	Reading	Reading		Science	Social Studies
Wednesday	Math	Reading	Computer	Reading	Reading		Science	Social Studies
Thursday	Math	Accelerated Math	Reading	Reading	Reading		Science	Social Studies
Friday	Math	Project Based Learning 8	Reading	Reading	Reading		Science	Social Studies

**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