



Reform Redesign Report

Mann Elementary 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?

Horace Mann Learning Community is a small school with a reputation for excellence and service to both students and the community. Most of our students live in the neighborhood and walk to school every day.

The staff of approximately 59 includes; teachers, support staff, volunteers, custodians and engineers work hard to create a welcoming environment for all students, parents, and community members. Each staff member plays a pivotal role in helping students to succeed socially and academically. All staff members are 100% highly qualified and teach in their discipline. We are a school on the move!

We are located in the heart of Detroit between Southfield Fwy, I-96 and Dearborn. Our enrollment continues to increase steadily over the past five years.

We were a Skillman "High Performing" School that offered Foreign Language Classes, Tutoring/Extended Day Program, Accelerated Reading/Math, Robotics/Science Clubs, Chess, Girls Scouts/Boy Scouts, Honor Society, Book Club, Special Olympics, Fruit and Veggie Program, School Garden, Basketball, Cheerleading, Step Team, Praise Dance, Student Government, Volunteer Reading Corps and Business Corps, Conflict Resolution, Student Teaching, Church/Civic Group Mentors and Tutors, U of M student tutors/mentors.

Mann has a committed and dedicated faculty, that focuses on the academic and social curriculum requisite for learning. Mann has a supportive parent community.

The school population is transient with students leaving and then returning at a later date. The surrounding neighborhood is experiencing urban blight with abandoned, burnt, and boarded up houses. The economy has had a profound effect on our parents who were once gainfully employed. The number of families that are homeless or living with another family has grown in the past few years as has the number of foster children residing in our school boundaries. Mann school's special needs population has also increased in the past several years. Closing and merging of schools has changed our school culture.

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, Mission and Beliefs

Vision Statement

Mann Learning Center of Excellence is a dynamic community. It creates an engaging, challenging, and positive environment which promotes in all students the desire to learn and confidence to achieve academically, and socially. The individual needs of all students are met through quality instruction, intervention, technology, and parental involvement.

Mission Statement

The mission of Mann Learning Center of Excellence is to develop high-achieving, socially astute, and responsible students who function successfully at each grade level in a working partnership with parents, community, and dedicated staff.

Beliefs Statement

Mann Learning Center of Excellence Believe:

- *All students will learn and achieve in a safe, disciplined environment.
- *All students will feel trusted, supported and have a sense of belonging when they enter our doors.
- *Parent participation enhances high expectations, student motivation and achievement.
- *Student learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate.
- *Teachers create challenging activities for students and encourage them in those activities.

Mann utilizes MiBlisi as a positive behavior intervention program that promotes high academic achievement and positive school culture. Mann Learning Community is unique in that Math, Science, ELA are departmentalized for students in grades 3-5. Star Base, a NASA program that offers fifth grade students the opportunity to engage in hands-on real life activities in Math, Science, and Avionics at Selfridge AirNational Guard Base.

Technology is innovatively used throughout the classrooms, incorporating learning programs that are required by the district to increase student achievement.

Staff members tutor students one hour a week in order to provide additional instructional support for all 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.

Mann School was a high performing Skillman School for the past three years. The school was awarded two grants to update and furnish a new library and science room to increase student achievement. The school was updated to include wireless network, smart boards, projectors.

The staff at Mann is striving to have all proficient scores in all subject areas in the next few years.

With the data plans available for staff it is feasible to accomplish our goal of increasing student achievement. Incorporating Wireless Generation in our school has allowed us the opportunity to evaluate, progress monitor and use Burst as an intervention in all grades.

In the next three years we plan to implement Daily Five in all language arts classrooms, Star Base program in fifth grade, and World in Motion in fourth grade,

Additional Information

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

Mann Elementary School is dedicated to providing quality education to children. Mann Elementary School serves as the foundation of knowledge for young minds, and Mann Elementary School recognizes this importance and meets the educational state criteria. Mann Elementary School currently educates 486 with a staff of over 59. This equates to a low student-teacher ratio. This helps inquiring parents get a better idea of the amount of personal attention their child will receive when attending Mann Elementary School. Mann School is a neighborhood school that serves as a focal point for all the families in the neighborhood. Parents walk their children to school and stay to help out. Some of the teachers are teaching second and third generation families.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Linda Gardner, LSCO Chairman and Parent linda.gardner@detroitk12.org

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Sharon Jackson, Parent

Haven Pfeffer-Siemen, Teacher haven.pfeiffer-siemen@detroitk12.org

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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.)

Mann staff will be trained by experienced teacher/trainers/coaches on The Daily Five. It is a classroom management system that provides a systematic literacy structure that allows for differentiation in the classroom. It cycles students through five Literacy skills emphasizing a rigorous standards-based instruction program. The Daily Five will be embedded school-wide to provide a consistent learning experience for all students. The Daily Five involves students reading trade novels within their zone of proximal development based on Star Reading results. As students zone of proximal development increases students read at a higher level. In addition, it increases maximum learning opportunities for students during the year. It shifts class time from 80% teacher directed, 20% student practice to 20% teacher directed and 80% student practice (Reggie Routman and Richard Allington). The structure of the Daily Five also allows teachers to conference and teach students in small groups and individually as students cycle through the five literacy tasks. This provides more direct one on one instruction focused on student area of deficits. Teachers group students according to areas of deficit as indicated by STAR Reading results and instruct these groups on the specific reading strategy. This program will be technology enhanced by combining it with Accelerated Reader. The Daily Five also improves writing by providing individual evidenced-based writing practice on what matters to students. According to Ralph Fletcher in *Craft Lessons: Teaching Writing K-8*, "You don't learn to write by going through a series of preset writing exercise. You learn to write by grappling with a real subject that truly matters to you."

The Daily Five has been implemented in several metro Detroit school districts. Teachers have indicated that they are able to provide differentiated instruction and conferencing as a result of implementing Daily 5. As students work on the 5 literacy activities, teachers conference in small groups or one-on-one. Teachers will be able to use this time to implement respond to intervention (RTI).

Incorporating RTI or MTSS (Multi-Tier system of support) into our Daily Five will enable Mann Learning Community to address several areas of weakness as documented by our data (MEAP scores, DIBELS results and Star Reading test). Implementation of RTI will transform and improve almost every aspect of school for staff, students and parents by identifying struggling students who have difficulties in reading. Once these students have been identified using a variety of different data sources then they can be grouped into different intervention groups based upon their weakness. Starting in January, 2013 when this program will be implemented, staff will review and evaluate (process monitor) student data analysis every few weeks and make necessary revisions of curriculum and decide where additional interventions are needed. Groupings are determined by grade level teams. Each team is responsible to develop and administer common assessment using Data Director. Teachers will then utilize the data (MEAP, Local assessment, DIBELS assessment, Star Reading and Common Core Assessment) to make informed decisions of instruction based upon the needs of the students.

The Common Core Standards will be used in all classrooms beginning Winter, 2013. These standards are aligned vertically and horizontally to provide meaningful data about student performance at all levels. These standards will also help to identify students who will be college-ready after their K-12 school career. The staff members will be trained in the Common Core Standards at the building and district level. (The Core Six Essential Strategies for Achieving Excellence with the Common Core 2012),(Deciding what to teach and test: Developing, aligning, and auditing the curriculum. 2000).

State what data were used to identify these ideas.

The analysis of the data; Michigan Educational Assessment Program Scores, Dibels scores, Accelerated Reading and Math scores, Benchmark tests were the basis for formation of the Big Ideas.

DiBELS, BURST, TRC, Accelerated Reading and Math, teacher pre- and post- tests are used for analysis of student progress. Student achievement has been progressing every year with the exception of MEAP 2011 due to the cut scores changing. MEAP From 2006 to 2011 grade 3 had a 66% decrease, grade 4 had a 69% decrease; grade 5 had a 20% decrease. Up until 2011 grade 3 had an 11% decrease, grade 4 had an 11% decrease, and grade 5 had a 7% decrease. In Math, all grade levels were showing an increase in scores from 2006 to 2011. From 2006 to 2011, grade 3 had a 100% decrease, grade 4 had a 78 % decrease, and grade 5 had an 80% decrease. In Science, grade 5 only had a 44% decrease from 2006 to 2010, in 2011 they had a 100% decrease. This was partially due to the new cut scores and partially due to the lack of a science teacher in the classroom due to medical leave. In writing, from 2006 to 2008, grade 3 had a 15% decrease, grade had a 25% decrease, and grade 5 had a 100% decrease. Only grade 4 took the test in 2011 and they had a 76% decrease from 2006. These scores were from the MEAP data and the Benchmark test results show similar trends.(Hamilton, L., Hlaverson, R., Jackson, S., Mandinach, E. Supovitz., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067).

Teaching all students at grade level does not meet them where they are at. Studies show that to improve student achievement you need to teach at their level. In the Daily Five, students read trade novels at their own level. Library books are labeled to match STAR Reading levels. Students are taught how to choose books within their zone of proximal development. As students master a level as demonstrated by data (DIBELS and STAR Reading) , the student will progress to the next level of trade books. This allows students to progress at their own rate and challenges all students to perform at their own level.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning.

Turnaround/Transformation school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. That being said, the District will take the following action steps to ensure each Priority Schools are assigned a high-impact turnaround/transformation leader.

The District will conduct individual principal performance reviews to: Assess each principal's performance relative to expected outcomes. Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning. Determine professional growth needs and required district support. Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building. Promote personal self-reflection and continuous professional learning.

Determine which principals meet the core requirements of a turnaround/transformation leader

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

Describe the work that has been done to support improved teacher instructional practice.

Describe the work that has been done to improve learning for all students. (ELL, special needs students, etc.)

Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning.

Describe how monetary, human, and community resources are maximized to support whole school improvement.

Describe how the principal engages parents and community members in efforts to improve student achievement.

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

Achieving prescribed student performance targets set by the District as measured by the State MEAP/MME. Targets will be composite as well as specific for each subgroup measured by the state examinations/assessments;

Management of budget - general purpose, school-based and federal;

Student attendance goals;

Suspension/expulsion goals;

Graduation goals;

Thoughtful implementation of program recommendations as a result of school diagnostic reviews;

Satisfactory completion of SIP academic plans, including SIP, and academic achievement;

Participation and engagement in prescribed professional development opportunities; and

Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

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

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

Teacher Evaluation is a year long 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.

Principals in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct an initial meeting (post-observation) with the teacher to complete the following:

Review your observation with the teacher, Review the teacher's Professional Learning Process 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., help review the list of possible assessments to use as measures of tracking student growth, teachers should select a minimum of two data sources.

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continuing implementing their PLPs, collecting artifacts and documentation to support each core element. Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher.

Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine tune their professional learning plans.

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

The identification to reward school leaders, teachers and other staff will be related to placement on the Top to Bottom list for the following school year. As school communities improve their ranking, they will become eligible for a reward. This reward could include a multi-year contract for principals or if budgets can support bonus recognition for other staff. At school level the principal will recognize individual teachers by grade level as Teacher of the Semester. The criteria for teacher awards for K-2 teachers is to show a minimum of 10% growth as measured by Star Early Literacy and Star Math assessments. The criteria for grade 3-5 teachers is students will show a minimum of 10% growth measured by the MEAP, Star Reading & Math Assessments, This information will be shared with all stakeholders via monthly newsletter and outdoor marquee.

Staff members that fail to show student achievement growth will be provided with professional development opportunities, assistance of Instructional Specialist, and Principal in becoming an effective teacher. Staff will be involved in shared decision making and will be able to take on leadership roles.

Shared decision making allows Mann staff to have a voice in determining work rules and working conditions that are required for the school in order to fully and successfully implement the component of the transformation plan. At the end of a year staff members will be evaluated again by the administrator and dealt with as determined by the Human Resources Dept. Staff will be retained based on performance, attendance and participation in prescribed professional development.

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.

Professional development is strategically aligned with the school improvement and transformation plans as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices. Staff development is available through the district, WCRESA, workshops planned by the staff, national and state conferences and individual web-based training on PD360. While some traditional professional development activities will be planned, most of the professional development will be conducted by coaches/instructional specialists in a job embedded format. In addition lower elementary teachers will be given the opportunity to observe subject specific teachers (math and science teachers).

Teachers will be trained on the Daily Five to improve Language Arts performance. Experienced teachers will be training colleagues during staff meetings and model the Daily Five in their own classrooms.

Examples of job-embedded professional development include: teachers requesting support on specific strategies, Mann's Instructional Specialist will model the strategy in the core-content areas in the requesting teacher's classroom. The content -area specific teachers will collaborate and provide their expertise to all staff members during staff meetings, grade - level and content level meetings. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

See attachment A for Professional Development calendar.

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 that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

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

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

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

Project Pathways Transition to Teach Grant Program

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

Michigan State University's Urban Immersion Teacher Program

Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources.

District-University Student Teacher Program

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

Promotional Opportunity/Career Growth

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

Flexible Working Conditions

The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for Teachers struggling with medical related factors.

Additional retention successes are expected due to the modifications of Teacher Performance requirements thereby ensuring that highly effective Teachers are placed within the District, ultimately positively impacting the environment for staff and students.

At the school level teachers will be engaged in shared decision making. Aspiring administrators will have an opportunity to cultivate administrative skills by shadowing the principal throughout the school year. Teachers have ongoing opportunities to facilitate professional development workshops for their colleagues.

Teachers are encouraged to take on leadership roles acting as chairs of their grade-level and content-area meetings. Teachers also have a voice in all committee such as school improvement committees, leadership committees. Teachers are treated as valued professionals by the principal. Teachers are encouraged to think out of the box and to try proven research based strategies.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

A Data Analysis team has been created to review data and provide research-based data to align the curriculum according to state standards. Mann School has implemented the use of Learning Village which will provide staff members with universal access to the information critical to the teaching and learning process. Learning Village provides resources for data driven decision making through Golden Package, Data Director, and Assess2Know time banks. Test items and other materials have been aligned to Michigan's standards through research and review of the standards and frameworks for content specifics, assessment expectations and limitations. Decisions are informed and supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Data is discussed during grade level and content area meetings, as well as general staff meetings. Data is also discussed at district level curriculum meetings. (Hamilton, L., Hlaverson, R., Jackson, S., Mandinach, E. Supovitz., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067).

Based on this data, Mann Learning Community will implement the Daily Five school-wide. In the Daily Five, teachers are able to differentiate teaching by providing instruction and engagement at each student's own reading and fluency level based on DiBEL, 3D Reading, and Star Reading results. During the Daily Five, students read trade books within their zone of proximal development based on Star Reading and Dibels results. As students zone of proximal development increases, they read at higher levels. During the Daily Five, students are engaged fully in independent reading, and writing activities while the teacher conferences with small groups and individuals. These groups are based on BURST results and Star Reading results. Both of these programs automatically group students based on areas of deficits. Teachers may also evaluate the results of this data to group on their own instead of choosing to have the program perform the grouping. The groups are fluid as they target literacy skills versus literacy levels.

In addition, Daily Five provides direct brief instruction with extensive practice. Brain research from Michael Grinder shows that a child's age is equal to how many minutes of direct instruction they can stick within upper brain cortex of their brain. After that time, thinking shifts to the lower cortex (which controls eating, sleeping, breathing). This program will be implemented Kindergarten through fifth grade.

Based on Star Math Results, students will participate in Math Facts in a Flash. This will improve automaticity in the four areas: addition, subtraction, multiplication, and division. This differentiated tool provides individual practice at their own-level. Based on mastery of a level, students proceed to the next level.

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

Staff engages in bi-monthly data analysis of Burst Reading Assessments in grades K-3 and Dibels Reading Fluency in grades 4-5 to improve achievement of all students. Teachers evaluate student progress and revise curriculum, and student groups based on growth.

Teachers will administer pre- and post- tests to assess student growth and mastery of common core standards. Teachers maintain student portfolios to monitor student progress throughout the year. Staff will utilize rubrics to determine levels of proficiency on common core standards.

Teachers follow a schedule to progress monitor students on DIBELS. During this time teachers will have individual instructional time with each student. Students, who score in the red, needing intensive support, are monitored every two weeks. Students scoring in the yellow,

strategic support are monitored once a month and students in the green, core support are monitored every 6 weeks. Based on these results, students in K-3 move into different BURST group every 12 days. In grades 4-5 students are moved to higher level of trade books.

During the literacy block, Open Court Reading program will be used with the whole class for modeling reading strategies and literary concepts purposes. After the Open Court Session, students will engage in the Daily Five which allows them to work within their own zone of proximal development.

The Daily Five consists of brief direct periods of instruction followed by student practice. The teacher and class will meet in a gathering area and the teacher will teach a 5-10 minutes mini-lesson modeling a reading strategy, teaching phonemic awareness, or a writing trait; students will then engage in a literacy task of his or her choosing that practices one of the lessons for 15 minutes. After 15 minutes, the teacher and students return to the gathering area to evaluate progress on the skill. The teacher then teaches a second mini-lesson, followed by another session of student practice. This process repeats until the class has engaged in 3-4 mini-lessons and student engagement sessions.

During the student work sessions teachers will once again have individual time with students.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Mann School in conjunction with the Detroit Public School System incorporated 150 minutes of additional instructional time by cutting teacher's preparation periods and deleting the common preparation period. Preparation periods decreased from five 45 minute periods per week to two 45 minute periods per week. This extended the instructional time in all core subject areas and provided 120 minute Literacy Block at each grade level. In addition, the instructional schedule was altered to give special subject teachers a 90 minute block of instructional time with students in math, science, and social studies. The school year will be extended by four weeks in the summer for additional instructional time.

Teachers will provide in-school; small group tutoring once a week. The groups will rotate to ensure that all students are being challenged. Groups will be formed based on Star Reading, Dibels, Benchmark Tests, and MEAP tests identified skills that have to be mastered for success in future grades. Mann School instituted a 120 minute literacy block and a 90 minute math block for all students in grades K-5. Implementing the Daily Five will increase classroom instructional time by providing a structure that focuses on student engagement and practice. It increases maximum learning opportunities for students during the year. It shifts class time from 80% teacher directed, 20% student practice to 20% teacher directed and 80% student practice (Reggie Routman and Richard Allington).

Teachers will participate in professional development to understand the components of a Balanced Literacy and Math Programs and how to utilize the additional time effectively in order to support implementation of the program components. Classroom instructional time is maximized by the use of one preparation per week for small group instruction and / or tutoring. Data from Star Reading and Mathematics, Dibels, Benchmark Tests, and MEAP were used to identify skills that have to be mastered for success in future grades and equivalent to the Common Core Standards, to form tutoring groups.

Students are engaged in both academic and non-academic enrichment activities that include; World in Motion Engineering, Star Base Science, Academic Games (NEW), Basketball, Cheerleading and Step Teams, Student Council, Book Store Finance, Lemonade (Finance), Dance, Music (new), Extended Day and In House Tutoring Programs. Tutorial programs are offered twice a week for a total of 4 hours in Reading and Mathematics. Students in Grades 1-5 have the opportunity for remediation and enrichment during the Christmas and Summer Developmental Academies. Students in both regular education and special education will participate in Project Unify which is a grant funded program which is an education-based project, funded by the U.S. Department of Education that uses sports and education programs of Special Olympics to activate young people across the U.S. in order to promote school communities where all young people are agents of change-fostering respect, dignity, and advocacy for people with intellectual disabilities.

During weekly staff meetings teachers are provided time to use their testing data to collaborate and share best practices.

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

During a Local School Community Organization meeting with the principal data will be explained to all parents and then individual opportunities will be provided with the principal and teachers to analyze their own students data. On a monthly basis parents will have an opportunity to speak to individual teachers regarding their child's achievement data. Community members will be permitted to view the [school's data at this meeting.](#)

There are several activities that encourage parental involvement throughout the school year. Many of these activities are geared toward assisting parents in improving their child's academic success. Some of the strategies and activities for continuous engagement of parents are;

Family Math, Science and Technology nights to encourage families to engage, explore, and communicate on the various Math and Science topics. Reading Evenings promote literacy in families. Our "quarterly book giveaways," provide students and parents an opportunity to increase their home library with resources to assist in their child's school success.

Local School Community Organization (LSCO) meetings provide parents with the opportunity to be involved and have a voice in the decision making process.

The Local School Community Organization has several events throughout the school year to involve families, such as: Title One Meetings where parents help create the School Improvement Plan for the current and upcoming school year; weekend Family Farm Day, Day at the Ball Park, Detroit Tiger Games, Scholastic Book Fair events, May Day event, and Career Day. The Local School Community Organization also sponsors Parent Workshops through the school year, based on what the parent surveys suggest. They also sponsor "Teaching Our Youths" Love & Logic workshops. The parent group also provides our school with a supportive Parent Volunteer Program. This program welcomes parents into our school to assist teachers in supportive roles.

As a school we offer grade level family nights for literacy and mathematics that will provide collaborative opportunities for parents/guardians. Science Fair nights allow us to showcase our student's talents in Science. Academic Games and Chess Club, events showcase the talents of our students while updating parents about educational goals. We have a school website where parents/guardians can learn a variety of information about the school, staff, and events that go on during the school year. The website is continuously updated. Also, the website provides links for parents/guardians who are looking for extra homework support and/or community support. We have events planned all year for students to showcase their abilities for their parents/guardians; October Masquerade Ball, November Holiday Feast, December Holiday Program, February Black History Program, Spring Talent Show and Multicultural Celebration. Parents are made to feel a vital part of their child's educational process. They are continuously encouraged to volunteer their time and share their expertise by; assisting classroom teachers, serving as tutors in classes, accompanying classes on field trips

Community Engagement is strong at Mann Learning Community. We have partnerships with Kadesh Church, DTE Energy, Reading Corp Volunteers, University Of Michigan, Inside Out Poetry, and ABC Transportation.

In addition, families are informed of student achievement. After Star Math and Reading Tests are administered, teachers send home a report letter informing families of their child's strengths and areas of deficit. Mann also has an open door policy and parents can see data (DIBELS levels) posted in all literacy classrooms. Teachers also discuss student data with families at conferences. Teachers also send home notes and call families noting progress or lack of progress by students throughout the year.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

The principal is empowered to select staff members to best meet the needs of all students. The school has extended day to offer enrichment opportunities. Staff members write grants such as donorschoose.com, Skillman, and Fruit and Veggie Program to increase the budget and gain additional resources for students.

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

The District has created an Office of School Turnaround which includes the following staff:

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

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

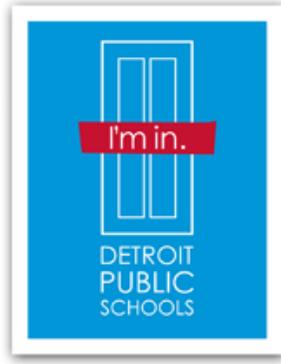
Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

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	Detroit_Educator_Evaluation_Process_Manual(revised).pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	PD Offerings and Calanders.docx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Assurances - Assist 2012.docx
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Mann School supports enrichment activities for students.docx
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	One Academic Parent Involvement night is held each month. Parents and students of 10 families are invited to attend so that we may help parents with engaging their children at home with meaningful activities that support the curriculum. mann%20calendar%2020121[1].docx
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	DAEOE.LOA.PrioritySchools.pdf



Detroit Educator Evaluation Process

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

Published 2012

Detroit Public Schools



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Overview

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

The Purpose of Evaluations:

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

Why We Need an Updated Teacher Evaluation System

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

AND MOST OF ALL THAT EVERYONE IS LEARNING!

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

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

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



Executive Order

DETROIT PUBLIC SCHOOLS

Roy S. Roberts
Emergency Manager

ORDER

Adopting a Teacher Staffing and Reduction Policy

Order 2012-EMRR-8

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

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

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

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

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

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



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

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

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

IT IS HEREBY ORDERED:

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

NEW POLICY

Teacher Staffing and Reduction Policy

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

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



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

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

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

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

By:

Roy S. Roberts

Emergency Manager

School District of the City of Detroit

Dated: May 4, 2012



Michigan Law

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

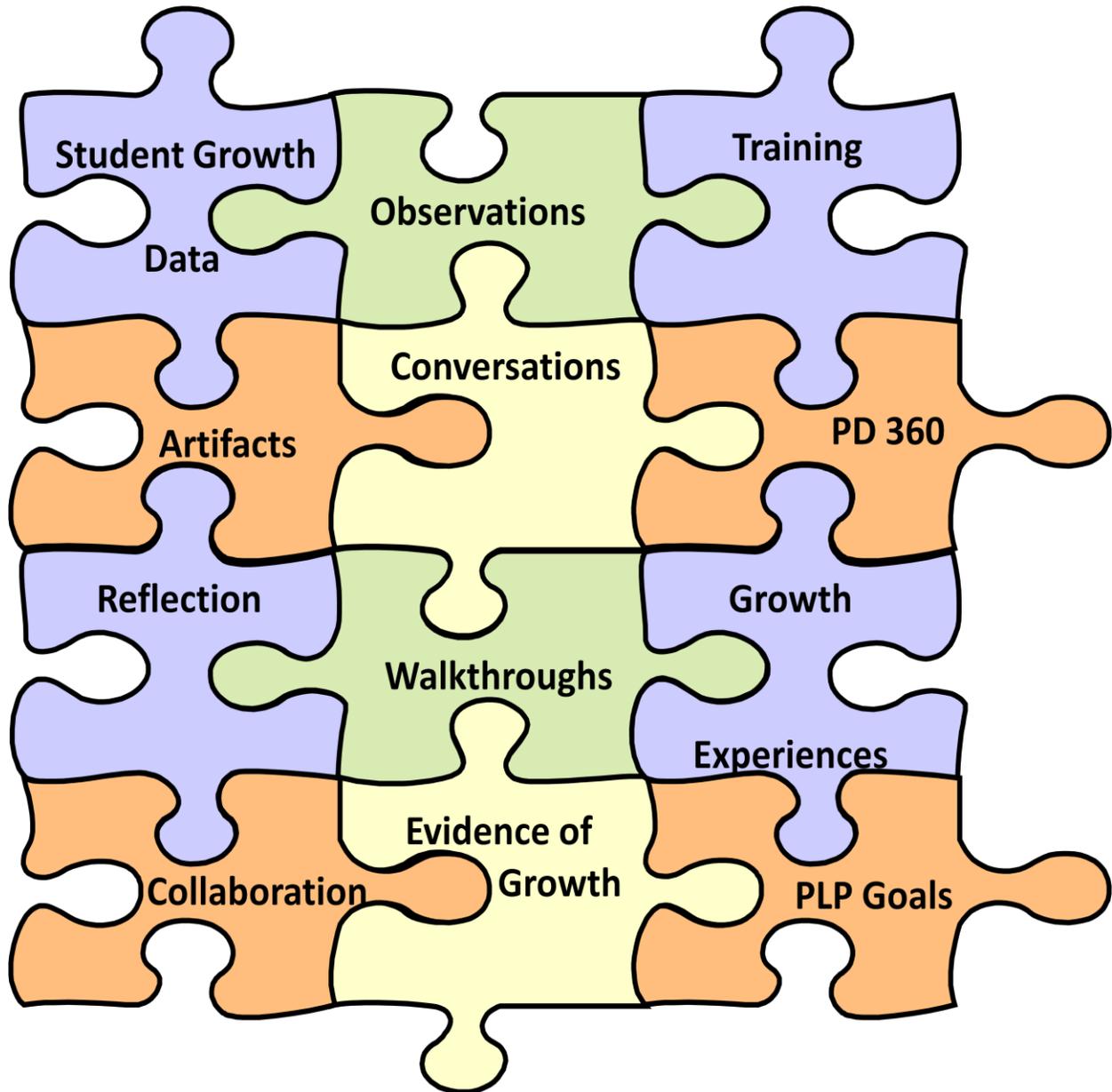
380.1249 Performance Evaluation System.

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

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



Pieces of the Teacher Evaluation Process





Five Core Elements

I. Demonstrated Pedagogical Skills

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

II. Student Growth as Predominant Factor

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

III. Classroom Management

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

IV. Relevant Special Training

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

V. Educator Responsibilities

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

ADDITIONAL ELEMENTS THAT FACTOR INTO TEACHER EVALUATION ARE:

ATTENDANCE, DISCIPLINARY RECORD, ACCOMPLISHMENTS, AND CONTRIBUTIONS



Performance Level Ratings

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

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

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

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

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



Student Growth Information

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

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

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

LIST OF DATA SOURCES

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



Observer Guidelines

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

September – November

All teachers receive an initial observation

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

Have each teacher complete a Professional Learning Plan (PLP)

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

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

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



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

Support and assist teachers

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

April-May

Conduct end-of-year observation

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

Conduct teacher conference

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

Complete Annual Rating Form

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

June – June

Year-Round Activities

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



Request for Assistance and Support

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

NAME OF EMPLOYEE: _____ SCHOOL: _____

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

AREA(S) OF CONCERN:

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

SUPPORT PROVIDED:

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

SUPPORT REQUESTED:

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

Principal’s Signature

Request Date

School Phone No.



Teacher Evaluation At - A - Glance

Sept.-Nov.

Nov.-April

April-May

June

- Initial Observation
- Develop PLP

Development and Support Which May Include:

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

- Final Observation
- Conference
- Review PLP

- Final Rating Report to State

← August

July →

On-going Professional Growth and Development

PD360 and OBSERVATION360

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

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

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

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

FORMS

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

[Request for Assistance and Support](#)

[Teacher Evaluation Rubric](#)

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

[End of Year Teacher Evaluation Form](#)

[Teacher Evaluation Annual Rating Form](#)

Teacher Evaluation Rubric Overview

CORE ELEMENT I. DEMONSTRATED PEDAGOGICAL SKILLS

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



CORE ELEMENT II. STUDENT GROWTH AS A PREDOMINANT FACTOR

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

CORE ELEMENT III. CLASSROOM MANAGEMENT

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



CORE ELEMENT IV. RELEVANT SPECIAL TRAINING

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

CORE ELEMENT V. EDUCATOR RESPONSIBILITIES

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

Professional Learning Plan

School Year: _____ Date: _____

Name: _____

File ID#: _____ Position/Subject Area: _____

School: _____ Grade: _____

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



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.

Date	Title	Number of Sessions	Number of Days	Number of Participants	
Social Studies Offerings					
9/13, 10/11, 11/8, & 12/13/2012	Intro to GIS	4	4	100	
9/14/2012 & 9/15/2012	African American Child Symposium	2	2	300	
9/17 & 9/20/2012	Online MEAP Test & Prep	2	2	50	
9/18 & 9/20/2012	Anti-Bullying	2	2	100	
9/25/12	Social Studies Gr K-2	1	1	50	
9/27/12	Social Studies Gr 3-4/Michigan & Communities	1	1	50	
	Social Studies Gr 6-7/Eastern & Western Hemispheres	1	1	50	
10/2012 - 3/2012	Social Studies Lead Tchrs	6	6	300	
Literacy Offerings					
10/2 & 10/9/2012	Content Area Reading and Writing (Fall)	4	2	200	
10/4 & 10/11/12	Adolescent Literacy (Fall)	4	2	200	
11/8 & 11/15/2012	Direct Interactive Instruction	2	2	100	
1/14 & 1/15/2013	CCSS Reading: Key Ideas and Details	2	2	100	
1/28 & 1/29/2013	CCSS Reading: Craft and Structure	2	2	100	
2/4 & 2/11/2013	Content Area Reading and Writing (Spring)	2	2	100	
2/6 & 2/13/2013	Adolescent Literacy (Spring)	2	2	100	
2/11 & 2/12/2013	CCSS Reading: Integration of Knowledge & Ideas	2	2	100	
3/4 & 3/14/2013	CCSS Reading: Text Complexity	2	2	100	
3/7 & 3/14/2013	Direct Interactive Instruction	2	2	100	
3/11 & 3/12/2013	CCSS Writing: Text Types and Purposes	2	2	100	
3/18 & 3/19/2013	CCSS Writing: Production & Distribution of Writing	2	2	100	
3/25 & 3/26/2013	CCSS Writing: Research to Build & Present Knowledge	2	2	100	
4/15 & 4/16/2013	CCSS Writing: Range of Writing	2	2	100	
Science Offerings					
Jan - May 2013	Poverty Parts 1-5	5	5	100	
24-Jan-12	Orientation for AWIM	1	1	30	
7-Feb-12	Orientation for GEE	1	1	30	

14-Feb-12	You Be the Chemist (Tentative)	1	1	50	
Feb-May 2013	FOSS Kits Parts 1 & 2- A & B Group	4	4	100	
October - May 2013	Science Champions 1-9	9	9	80	
4-Oct-12	Science Fairs 101 & 102	1	1	50	
8-Oct-12	Woodrow Wilson Mentors (Monthly Meetings)	8	8	30	
9-Oct-12	New Teacher Orientation	2	2	25	
10-Oct-12	Future City	1	1	30	
10-Oct-12	Future City Orientation	1	1	25	
13-Oct-12	Using Technology to Close the Gap pts. 1-7	1	1	30	
18-Oct-12	Planning Science Fairs	1	1	25	
22-Oct-12	Reflecting on Best Practices in Science Today 1-4	4	4	100	
23-Oct-12	Arts & Scraps Science	1	1	25	
23-Oct-12	Authentic Literacy	2	2	25	
27-Nov-12	Feeder Professional Learning Communities	2	2	50	
6-Dec-12	A Zoo in My School???	2	2	50	
7-Jan-13	Got Science???	2	2	50	
31-Jan-13	Creating Rigorous, Relevant & Engaging Lessons	2	2	50	
7-Feb-13	The Science of Love & Learning: The 5 Love Languages for Children	2	2	30	
21-Mar-13	U of M Environmental Interpretive Center	1	1	30	
11-Apr-13	The Science of Good Health	1	1	50	
25-Apr-13	The Science of Safety	1	1	50	
2-May-13	Using Technology the "SPARK" Way	1	1	50	
6-May-13	Putting the 7 E's All Together in Science K-12	1	1	25	
16-May-13	Special Event	1	1	100	
4/8/2013	E-7 Expanding Student Growth in Science K-12	1	1	30	
12/3/2012	E-3 Exploration Activities in Science K-12	1	1	30	
2/4/2013	E-5 Elaborating & Applying Science Concepts K-12	1	1	30	
1/7/2013	E-4 Writing Explanations in Science K-12	1	1	30	
3/4/2013	E-6 Developing Evaluations Tools in Science K-12	1	1	30	
11/5/2012	E-2 Engaging / Do Now Activities in Science K-12	1	1	30	
10/5/2012	E-1 Eliciting Prior Knowledge in Science K-12	1	1	30	
Mathematics PD Offerings					
9/15/12	Cross Curricular Connections	5	5	100	
9/25/12	Carnegie Learning	3	3	\$25	
9/25/12	How to effectively facilitate a Mathematics Professional Development (Train-the-trainers)	5	5	40	
10/16/12	Incorporate Key Literacy Strategies as a Part of a Daily Mathematics	5	5	40	
10/19/12	How to Incorporate Best Practices and Pedagogy - Series 1	5	5	25	
10/29/12	How to Incorporate Best Practices and Pedagogy - Series 2	5	5	25	

11/1/12	Train-the-Trainer (Tinkerplots & Geometer's Sketchpad) Grades 3-12	1	1	100	
11/1/12	Differentiated Instruction (NCTM Illuminations and Geometer's Sketchpad)	5	5	25	
11/13/12	Differentiated Instruction with Tinkerplots Grades 3-5	5	5	25	
11/19/12	Algebra 1 - 8th Grade Implementation	5	5	40	
11/27/12	Ratios, Proportions, and Proportional Reasoning	5	5	40	
12/6/12	Number and Numeration for Teaching Mathematics	5	5	40	
1/5/00	Addition and Subtraction for Teaching Mathematics	5	5	40	
1/15/13	Functions for Teaching Mathematics (Series I)	5	5	40	
2/26/13	Rational Numbers for Teaching Mathematics	5	5	40	
2/28/13	Teaching for Geometry (Geometer's Sketchpad, version 5)	5	5	40	
3/9/13	Blended Mathematics Instructional Technology (Blackboard Collaborate)	5	5	40	
3/19/13	A World in Motion Training	2	2	40	
4/9/13	Multiplication and Division for Teaching Mathematics	5	5	40	
4/9/13	Teaching for Geometry (Geometer's Sketchpad)	5	5	40	
4/27/13	Series II Blended Mathematics Instructional Technology	5	5	25	
5/14/13	Algebraic Thinking for Teaching Mathematics	5	5	40	
More PD Offerings					
9/24/12	Inter-Rater Reliability Training	9	5	250	
9/26/12	New Teacher Orientation - Technical Assistance	2	1	80	
10/4/12	Data Clinic - Analyzing Data from Standardized Tests	3	3	150	
10/5 - 10/30/12	Inter-Rater Reliability Coaching Sessions	84	21	200	
10/11/12	New Teacher Orientation - Classroom Organization	2	1	80	
10/16/12	New Teacher GradeBook Training	2	1	80	
10/18/12	New Teacher Orientation - Behavior Management	2	1	80	
10/25/12	New Teacher Best Practices Series	2	1	80	
11/1/12	National Board Take One Portfolio Development	6	6	25	
11/6/12	Effective Teacher Series - Exploring Tenants of Professional Practice	8	8	100	
11/6/12	Paraprofessional Training- Roles and Responsibilities of Paraprofessionals	1	1	270	
11/12/12	New Teacher Learning Village Training	2	1	80	
11/13/12	How to Build a Portfolio in PD360	4	4	200	
11/14/12	New Teacher Data Director Series	2	2	80	
12/4 - 12/15/12	Train-the-Trainer Series for Professional Developers	3	3	25	
12/4/12	Paraprofessional Training- Utilizing Technology to Increase Student Achievement	4	4	200	

12/5/12	Refresher Skills - Classroom Management for Veteran Teachers	2	2	100	
12/7/12	Observation 360 Reports	4	4	90	
12/8/12	Utilizing PD360 to Track Professional Growth	4	4	200	
12/12/12	Paraprofessional Training - Strategies for Small Group Work	4	4	200	
1/8/13	Class Size Reduction Teacher Training - Managing Centers	4	4	65	
1/15/13	Paraprofessional Training - Strategies for Intervention	2	2	100	
1/17/13	Intro to Observation 360 Platform	2	2	100	
1/24/13	Observation 360 Processes	2	2	100	
1/31/13	PD360 - Building Courses	4	4	350	
2/1/13	PD360 - Analyzing Individual User Reports	4	4	350	
2/5/13	PD360 - Uploading Teacher Practice Videos	4	4	200	
2/12/13	PD360 - Completing Reflection and Follow-Up Assignments	4	4	200	
2/12/13	Class Size Reduction Teacher Training - Managing Student Behavior	4	4	65	
3/4/13	Designing Assessments using CCSS in Data Director	6	6	300	
3/5/13	Intro to Gaggle	4	4	150	
3/11/13	Intro to Moodle	4	4	150	
3/12/13	Utilizing Custom Reports to Track Student Growth in Data Director	8	8	400	
3/12/13	Class Size Reduction Teacher Training - Make&Take Centers for Core Subject Areas	4	4	65	
12/11/13	Class Size Reduction Teacher Training - My Differentiated Classroom	2	2	65	
Department of Multilingual-Multicultural Education					
Oct/ Nov, 11	Engaging all our students in the Global Language classroom	1	1	80	
Jan- June, 11	Developing our own Language skills and methodologies (Spanish/ French)	2	5	60	
	How to Incorporate Global Language Standards in Engaging Lessons	3	3	60	

**Professional Development Calendar
Mann Learning Community**

Date	Activity	Target Audience	Director	Evaluation
September, 2012	Daily 5	Instructional Staff	H. Sieman	Agenda
September, 2012	Team Building	Instructional Staff	Principal	Evaluation
September, 2012	Bullying	Instructional Staff	Staff	Agenda
September, 2012	Using Data to Improve Teaching & Learning	Instructional Staff	Betty Mehalchek	Agenda Evaluations
October, 2012	Accelerated Math & Reading	Instructional Staff	Ren Learn	Agenda Evaluations
October, 2012	Inside/Out Poetry & Writing process	Instructional Staff Parents	Peter Marcus	Agenda Evaluations
October, 2012	Social Studies	Instructional Staff	DPS	Agenda Evaluations
October, 2012	Glory Math	Instructional Staff	Dr. Lin	Agenda Evaluations
November, 2012	Learning Village	Instructional Staff, Parents	Instructional Specialist	Agenda Evaluations
November, 2012	Gradebook	Instructional Staff	Charise Fulton	Agenda Evaluations
November, 2012	Teacher Evaluations, Resumes, Portfolios, Professional Learning Plan	Instructional Staff	Gwen Frencher Charise Fulton	Agenda Evaluations
December, 2012	Being A Writer	Instructional Staff	Kathy Borgenson	Agenda Evaluations
December, 2012	Science	Instructional Staff Parents	D. Byrd	Agenda Evaluations

December, 2012	Multicultural	Instructional Staff Parents	Mann Staff	Agenda Evaluation
January, 2013	Improving Attendance	Instructional Staff Parents	WCRESA	Agenda Evaluations
January, 2013	Differentiated Instruction	Instructional Staff	Charise Fulton	Agenda Evaluations
February, 2013	Conflict Resolution	Instructional Staff	Steven Dandridge	Agenda Evaluations
February, 2013	ASCD_RTI Conference	Instructional Staff	R. Marzano	Agenda Evaluations
February, 2013	Conflict Resolution	Instructional Staff	Teaching Out Youth	Agenda Evaluations
March, 2013	Michigan Reading Conference-Black Child in Crisis	Instructional Staff	Various Presenters	Agenda Evaluations
March, 2013	Interpreting Test Data	Instructional Staff Parents	Gwen Frencher	Agenda Evaluations
March, 2013	Data Interpretation	Instructional Staff Parents	MSU Staff	Agenda Evaluation
April, 2013	IRA Conference	Instructional Staff	Various Exhibitors	Agenda Evaluations
May, 2013	Educating the Black Child	Instructional Staff	African American Images	Agenda Evaluation
May, 2013	Inside Out	Instructional Staff	Peter Marcus	Agenda Evaluations

MANN LEARNING COMMUNITY 2012-2013 CALENDAR

AUGUST, 2012

Aug. 22, 201
Aug. 25, 2012
Aug. 27, 2012
Aug. 27-29, 2012
Dev.



Parade
Open House
Teachers Return
Professional

FEBRUARY, 2013

Feb. 6, 2013
Feb. 8, 2013
Feb. 13, 2013
Feb. 18-22, 2013
Feb. 25, 2013

Black History Program
Sweeties Dance
Membership Count Day
Winter Break
NO SCHOOL
School Reopens



Mann School Schedule 2012-2013

KDG1 ROOM 102 S. JAMISON SELF CONTAINED	1- 9:00B 9:10	2- 10:00	3- 10:45	4- 11:35	5- 12:25	6- 1:15	7- 2:00	8- 2:50	9- 3:30
Monday	102	102-AR	102	GYM	L	102	102	102	102
Tuesday	102	102	102	102	U	102	102	102	102
Wednesday	102	102	102	C- GYM	N	102	102	102	102
Thursday	102	102	102	102	C	102	TUTOR	102	102
Friday	102	102	102	102	H	102	102	102	102
KDG 2 ROOM 115 C. BELL SELF CONTAINED	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	115	115	115	115	L	GYM	115	115	115
Tuesday	115	115-AR	115	115	U	115	115	115	115
Wednesday	115	115	115	115	N	C-GYM	115	115	115
Thursday	115	115	115	115	C	115	115	TUTOR	115
Friday	115	115	115	115	H	115	115	115	115
GRADE 1-1 ROOM 103 J. BEATTY SELF CONTAINED	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	103	103	103	103	L	103	103	103	103
Tuesday	103	103	103	103	U	103	103	GYM	103
Wednesday	103	TUTOR	103	103	N	103	103	103	103
Thursday	103	103-AR	103	103	C	103	103	103	103
Friday	103	103	103	103	H	103	103	C-GYM	103
GRADE 1-1 ROOM 105 K. FRYER SELF CONTAINED	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	105	105	105	105	L	105	105	105	105
Tuesday	105	105	105	105	U	105	105	105	105
Wednesday	105	105-AR	105	105	N	105	105	105	GYM
Thursday	105	TUTOR	105	105	C	105	105	105	105
Friday	105	105	105	105	H	105	105	105	C-GYM
GRADE 2-1 ROOM 204 P. NAMYSLOWSKI SELF CONTAINED	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	204	GYM	204	204	L	204	204	204	204
Tuesday	204	204	204	204	U	GYM	204	204	204
Wednesday	204	204	TUTOR	204	N	204	204	204	204
Thursday	204	204	204	204	C	C-GYM	204	204	204
Friday	204	204-AR	204	204	H	204	204	204	204
GRADE 2-2 ROOM 206 S. RAMOS SELF CONTAINED	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	206	206	206	206	L	206-AR	206	206	206

Tuesday	206	206	206	GYM	U	206	206	206	206
Wednesday	206	206	206	206	N	206	206	206	206
Thursday	206	206	TUTOR	C-GYM	C	206	206	206	206
Friday	206	206	206	206	H	206	206	206	206
GRADE 3-1									
ROOM 215 ELA C. MOORE	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	1	TUTOR	1	1	L	2	2	2	2
Tuesday	GYM	1-AR	1	1	U	2-AR	2	2	2
Wednesday	1	1	1	1	N	2	2	2	2
Thursday	1	1	1	1	C	2	2	2	2
Friday	C-GYM	1	1	1	H	2	2	2	2
GRADE 3-2									
MATH 3 SCIENCE 3 ROOM 200 M. WRIGHT	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	TUTOR	2	2	2	L	1	1	1	1
Tuesday	2	GYM	2	2	U	1	1	1	1
Wednesday	2	2	2	2	N	1	1	1	1
Thursday	2	2	2	2	C	1	1	1	1
Friday	2	C-GYM	2	2	H	1	1	1	1
GRADE 4-3									
ROOM 207 ELA H. Pfiffer-Siemen	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	3	3	3	3	L	4	4	4	4
Tuesday	3	3	GYM	3	U	4	4	4	4
Wednesday	3	3	TUTOR	3	N	4-AR	4	4	4
Thursday	3	3	3-AR	3	C	4	4	4	4
Friday	3	3	C-GYM	3	H	4	4	4	4
GRADE 4-4									
MATH 4/5 ROOM 211 P. MILLER	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	4	4	6	6	L	5	TUTOR	3	3
Tuesday	4	4	6	6	U	5	5	3	3
Wednesday	GYM	4	6	6	N	5	5	3	3
Thursday	4	4	6	6	C	5	5	3	3
Friday	4	4	6	C-GYM	H	5	5	3	3
GRADE 5-5									
ELA ROOM 205 M. Shabolt	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	5	5	5	5	L	6	6	TUTOR	6
Tuesday	5	5	5	5	U	6	6	6	6
Wednesday	5	5	5-AR	5	N	6	6	6	6
Thursday	GYM	5	5	5	C	6-AR	6	6	6
Friday	5	5	5	5	H	C-GYM	6	6	6
GRADE 5-6									
SCIENCE 4/5 ROOM 106	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30

BYRD-HALL, D									
Monday	6	6	4	4	L	3	3	5	5
Tuesday	6	6	4	4	U	3	3-GYM	5	5
Wednesday	6	6	4	4	N	3	3	5	5
Thursday	6	6	4	4	C	3	3	5	5
Friday	6	6	4	4	H	C-GYM	3	5	5



PHYS.ED GYM K-5 & SP. NEEDS D. MILLER	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	2/200	1/215	3/207	102	L	115	5/211	SP/ GARDEN	208
Tuesday	1/215	2/200	3/207	206	U	204	3/106	103	105
Wednesday	4/211	103	204	102	N	115	PREP	6/205	208
Thursday	5/205	105	206	206	C	204	102	115	PREP
Friday	1/215	2/200	3/207	6/211	H	6/205	3/106	103	105

(SP) Safety Patrol

(GARDEN) Garden Project

(TUTOR) Small Group Tutoring

SPECIAL NEEDS-C.I. ROOM 208 L. SWARTZ SELF CONTAINED	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9-3:30
Monday	208	208	208	208	L	208	208	208	GYM
Tuesday	208	208	208	208	U	208	208	208	208
Wednesday	208	208	208	208	N	208	208	208	C-GYM
Thursday	208	208	208	208	C	208	208	208	208
Friday	208	208	208	208	H	208	208	208	208

Mann Support Staff Schedule 2012-2013

Accelerated Reading Library-104 D. Starks	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	D	102		L	L	206	D	D	
Tuesday	D	115	1/215	U	U	2/215	D	D	
Wednesday	D	105	5/205	N	N	4/207	D	D	
Thursday	D	103	3/207	C	C	6/205	D	D	
Friday	TRC	204		H	H		TRC	TRC	

Accelerated Reading periods are not prep periods; classroom teacher is to remain with class for entire period

BURST Grade K/1 M. Hurst	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9-3:30
Monday	K102	K102	K102	L	L	K115	K115	K115	
Tuesday	1-103	1-103	1-103	U	U	1-105	1-105	1-105	
Wednesday	K102	K102	K102	N	N	K115	K115	K115	
Thursday	1-103	1-103	1-103	C	C	1-105	1-105	1-105	
Friday	TEST	TEST	TEST	H	H	TEST	TEST	TEST	

BURST Grade 2/3 C. Warren	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9-3:30
Monday	2-204	2-204	2-204	L	L	2-206	2-206	2-206	
Tuesday	(1)	(1)	(1)	U	U	(2)	(2)	(2)	
Wednesday	2-204	2-204	2-204	N	N	2-206	2-206	2-206	
Thursday	(1)	(1)	(1)	C	C	(2)	(2)	(2)	
Friday	TEST	TEST	TEST	H	H	TEST	TEST	TEST	

BURST/TRC Grade 4	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9-3:30
Monday	(3)	(3)	(3)	L	L	(4)	(4)	(4)	
Tuesday	(3)	(3)	(3)	U	U	(4)	(4)	(4)	
Wednesday	(3)	(3)	(3)	N	N	(4)	(4)	(4)	
Thursday	(3)	(3)	(3)	C	C	(4)	(4)	(4)	
Friday	TRC	TRC	TRC	H	H	TRC	TRC	TRC	

BURST/TRC Grade 5 D. Starks	1- 9:00B 9:10	2- 10:00	3- 10:50	4- 11:40	5- 12:25	6- 1:10	7- 2:00	8- 2:50	9- 3:30
Monday	D	AR		L	L	AR	D	D	
Tuesday	D	AR	AR	U	U	AR	D	D	
Wednesday	D	AR	AR	N	N	AR	D	D	
Thursday	D	AR	AR	C	C	AR	D	D	
Friday	TRC	AR		H	H	AR	TRC	TRC	

BURST/TRC groups are to meet daily as scheduled unless approved by administrator (TRC AND BURST GROUP SCHEDULE WILL CHANGE).

**Mann Learning Community
Bell Schedule
2012 – 2013**

**School Hours
9:00 a.m. – 4:17 p.m.**

Entry	9:00 a.m.
Tardy Bell	9:05 a.m.
Breakfast/Records	9:05 – 9:10 a.m.
1st Period	9:10 – 10:00 a.m.
2nd Period	10:00 – 10:50 a.m.
3rd Period	10:55 – 11:40 a.m.
4th Period	11:45 – 12:00 noon
5th (Lunch)	12:05 - 12:50 p.m.
6th Period	12:55 – 1:50 p.m.
7th Period	1:55 – 2:40 p.m.
8th Period	2:45 – 3:30 p.m.
9th Period	3:35 – 4:17 p.m.

Dress Code:

Light Blue or White Shirts (Polo or Oxford)

Black or Navy Blue Bottoms

(Pants must be on waist, wear belt if necessary (NO sagging allowed)

(Skirts/Skortis must be knee length)

(Leggings are not allowed)

Fully enclosed shoes

No earrings for boys are permitted at Mann Learning Community

Mann Schedule 2011-2012

Perin- Math Room 200-Section 2	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	2	SS	P	203-T	1	L	1	206-T	204-T
Tuesday	2	2	P	2	1	U	1	204-T	206-T
Wednesday	2	SS	204-T	2	1	N	1	206-T	P
Thursday	2	2	P	203-T	1	C	1	206-T	204-T
Friday	2	2	204-T	203-T	1	H	208-T	206-T	CP

Miller-Math Room 213-Section 4	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	P-SS	4	6	6	5	L	5	3	3
Tuesday	4	4	6	6	5	U	P-SS	3	3
Wednesday	4	4	6	P-SS	5	N	5	3	3
Thursday	4	4	6	6	5	C	5	3	GYM
Friday	4	P-SS	6	6	5	H	5	3	CP

Wright-Science Room106-Section 6	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	P	6	2	4	3	L	3	1	5
Tuesday	6	5	2	4	3	U	3	1	5
Wednesday	P-SS	6	2	4	3	N	P	1	5
Thursday	P-SS	6	P-Me	4	3	C	3	1	5
Friday	6	6	2	4	3	H	1	5	CP

Johnson- LIB/Media Room104	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	203	115	4	2	P	L	212	208	102
Tuesday	212	103	105	206	P	U	206	203	2
Wednesday	6	204	5	3	P	N	115	102	1
Thursday	105	204	2	1	P	C	103	6	AR
Friday	5	115	207	103	206	H	3	204	CP

Brown- Social Studies Room 202	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	6	2	1	3	p	L	105-T	5	212-T
Tuesday	3	6	4	212-T	p	U	5	105-T	1
Wednesday	212-T	2	4	6	p	N	3	5	208
Thursday	6	3	4	2	P	C	203-T	5	1
Friday	3	4	1	2	Union	H	212-T	1	CP

Miller, D. Physical Education Room 112 (Gym)	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	4	212	105	5	P	L	203	103	1
Tuesday	1	115	102	208	P	U	6	5	105
Wednesday	102	105	103	208	P	N	2	4	204
Thursday	203	206	103	208	P	C	102	115	3
Friday	212		4	P	SP	H	206	203	CP

Shivers-Section 1 Grade 3-Room 215	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	1	1	SS	1	2	L	2	2	2
Tuesday	GYM	1	1	1	2	U	2	2	MEDIA
Wednesday	1	1	1	1	2	N	GYM	2	2
Thursday	1	1	1	MEDIA	2	C	2	2	2
Friday	1	1	SS	1	2	H	2	2	CP

Comment [D1]:

Comment [D2]:

Comment [D3]:

Mandell-Section 3 Grade 4-Room 207	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	3	3	3	SS	4	L	4	4	4
Tuesday	SS	3	3	3	4	U	4	4	4
Wednesday	3	3	3	MEDIA	4	N	4	GYM	4
Thursday	3	SS	3	3	4	C	4	4	4
Friday	SS	3	3	3	4	H	4	4	CP

Boyce-Section 5 Grade 5-Room 205	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	5	5	5	GYM	6	L	6	6	6
Tuesday	5	5	5	5	6	U	GYM	6	6
Wednesday	5	5	MEDIA	5	6	N	6	6	6
Thursday	5	5	5	5	6	C	6	MEDIA	6
Friday	MEDIA	5	5	5	6	H	6	6	CP

Swartz-Special Needs Room 208	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	208	208	208	208	L	208	208	MEDIA	208
Tuesday	208	208	208	GYM	U	208	208	208	208
Wednesday	208	208	208	GYM	N	208	208	208	208-ss
Thursday	208	208	208	GYM	C	208	208	208	208
Friday	208	208	208	208	H	208	MEDIA	208	CP

Jamison K-102	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	102	102	102	102	L	102	102	102	Media
Tuesday	102	102	GYM	102	U	102	102	102	102
Wednesday	GYM	102	102	102	N	102	102	Media	102
Thursday	102	102	102	102	C	102	GYM	102	102
Friday	102	102	102	102	H	102	102	102	CP

Weiss K-115	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	115	MEDIA	115	115	L	115	115	115	115
Tuesday	115	GYM	115	115	U	115	115	115	115
Wednesday	115	115	115	115	N	115	MEDIA	115	115
Thursday	115	115	115	115	C	115	115	GYM	115
Friday	115	MEDIA	115	115	H	115	115	115	CP

Beatty 1-103	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	103	103	103	103	L	103	103	GYM	103
Tuesday	103	MEDIA	103	103	U	103	103	103	103
Wednesday	103	103	GYM	103	N	103	103	103	103
Thursday	103	103	103	103	C	103	MEDIA	103	103
Friday	103	103	103	MEDIA	H	103	103	103	CP

Fryer 1-105	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	105	105	GYM	105	L	105	105-TSS	105	105
Tuesday	105	105	MEDIA	105	U	105	105	105-TSS	GYM
Wednesday	105	GYM	105	105	N	105	105	105	105
Thursday	105	105	MEDIA	105	C	105	105	105	105
Friday	105	105	105	105	H	105	105	105	CP

Moore 1-203	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	MEDIA	203	203	203	L	203	203	203	203
Tuesday	203	203	203	203	U	203	203	MEDIA	203
Wednesday	203	203	203	203	N	203	203	203	203
Thursday	GYM	203	GYM	203	C	203	203-T	203	203
Friday	203	203	203	203	H	203	203	GYM	CP

Namyslowski 2-204	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	204	204	204	204	L	204	204	204	204
Tuesday	204	204	204	204	U	204	204	GYM	204
Wednesday	204	MEDIA	204	204	N	204	204	204	204
Thursday	204	MEDIA	204	204	C	204	204	204	204
Friday	204	204	204	204	H	204	204	MEDIA	CP

Bell 2-206	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	206	206	206	GYM	L	206	206-M	206	206
Tuesday	206	206	206	MEDIA	U	206	MEDIA	206	206
Wednesday	206	206	206	206	N	206	206-M	206	206
Thursday	206	GYM	206	206	C	206	206-M	206	206
Friday	206	206	206	206	H	206	206-M	206	CP

Ramos 2-212	1 9:15	2 9:55	3 10:40	4 11:25	5 12:10	6 1:00	7 1:50	8 2:35	9 3:20
Monday	212	GYM	212	212	L	212	MEDIA	212	212-SS
Tuesday	MEDIA	212	212	212	U	212	212-SS	212	212
Wednesday	212-SS	212	212	212	N	212	212	212	212
Thursday	212-SS	212	212	212	C	212	212	212	212
Friday	GYM	212	212	212	H	212	212	212	CP

MANNA LEARNING COMMUNITY

2012-2013 CALENDAR

AUGUST, 2012



Aug. 22, 2012 Parade
 Aug. 25, 2012 Open House
 Aug. 27, 2012 Teachers Return
 Aug. 27-29, 2012 Professional Dev.

SEPTEMBER, 2012



Sept. 4, 2012 School Starts
 Sept. 26, 2012 Science Fair

OCTOBER, 2012



Oct. 3, 2012 Membership Count Day
 Oct. 9-26, 2012 MEAP Testing
 Oct. 12, 2012 Progress Reports go home
 Oct. 24, 2012 Kindergarten Academic Night

NOVEMBER, 2012



Nov. 6, 2012 Professional Dev.
NO SCHOOL FOR STUDENTS
 Nov. 7, 2012 Academic Night
 Nov. 9, 2012 Report Cards
 Nov. 12, 2012 Veteran's Day
 $\frac{1}{2}$ Day of School
 Nov. 14, 2012 Multicultural Day
 Nov. 22-23, 2012 **NO SCHOOL**
 Thanksgiving Break

DECEMBER, 2012



Dec. 5, 2012 Academic Night
 Dec. 7, 2012 Parent Teacher Conferences
 Dec. 12, 2012 Holiday Program
 10:00 am & 6:00 pm
 Dec. 24 - Jan. 4, 2013 **NO SCHOOL**

JANUARY, 2013



Jan. 7, 2013 School Reopens

January, 2013

Jan. 18, 2013 MLK Celebration
 Jan. 21, 2013 NO School
 Jan. 25, 2013 Report Cards
 Half Day
 Jan. 30, 2013 Academic Night

FEBRUARY, 2013



Feb. 6, 2013 Black History Program
 Feb. 8, 2013 Sweeties Dance
 Feb. 13, 2013 Membership Count Day
 Feb. 18-22, 2013 Winter Break
NO SCHOOL
 Feb. 25, 2013 School Reopens

MARCH, 2013



Mar. 6, 2013 Academic Night
 Mar. 19, 2013 Professional Dev.
NO SCHOOL
 Mar. 20, 2013 Professional Dev.
NO SCHOOL
 Mar. 29 - Apr. 5, 2013 Spring Break **NO SCHOOL**

APRIL, 2013



Apr. 3, 2012 Academic Night
 Apr. 12, 2013 Half Day
 Report Cards

MAY, 2013



May 1, 2013 Academic Night
 May 27, 2013 **NO SCHOOL**

June, 2013

June 13, 2013 Report Cards
 June 14, 2013 Record Day

1st & 3rd Wed. PD Meetings
 2nd Wed. Grade Level, Subject Area Meet
 4th Wed. Grade Level Parent Workshops

**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