



(improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a No Status school.

The key challenges for our school are as follows:

**We did not meet the 90% attendance rate goal.**

The attendance rate for the All Students subgroup is 84.39%

**We did not attain Differentiated target achievement goals for all subgroups of students in English Language Arts.**

Only 2.94% of the Bottom 30% subgroup met the Differentiated target in English Language Arts.

**We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**

Only 0.00% of the Bottom 30% subgroup met the Differentiated target in mathematics.

**We did not attain Differentiated target achievement goals for all subgroups of students in science.**

Only 9.76% of the All Students; 0.00% of the Bottom 30%; 10.00% of the African American and 11.43% of the Economically Disadvantaged subgroups met the Differentiated target in science.

**We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**

Only 12.71% of the All Students; 0.00% of the Bottom 30% subgroups met the Differentiated target in social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement. Mann Learning Community will improve and maintain our status in five core academic areas of English Language Arts, Mathematics, Science, and Social Studies, by continuing to utilize Best Practice Strategies through the use of Extended Learning opportunities before and after school, professional development and targeted assistance programs for students. In addition, the school is committed to providing additional professional development, mentoring and community outreach programs that provide opportunities for family involvement both in and out of school. Mann engages in a multi-tiered systems of support by using the following Instructional Models; Differentiated Instruction, Daily 3 and 5 which focuses on mathematics and reading and CAFÉ

which incorporates a structure individualizing learning program of study for reaching all students at their identified growth level.

We are actively working to address our attendance challenges, accelerate student achievement and close persistent gaps in achievement. Improving student attendance and truancy prevention is a priority for our school. In the document entitled “Every Student, Every Day Community Toolkit to Address and Eliminate Chronic Absenteeism (USDOE, 2015),” it is noted that students who are not in school cannot learn, and frequently drop out. Truant students often engage in high-risk behaviors that may lead them to encounters with the juvenile justice system. We will work with students, parents, the community, business partners and stakeholders to improve student attendance. Per the United States Department of Education, “a student is chronically absent if he or she misses as few as two days of school a month.” That is eighteen absences for the school year. The following strategies are taken from Every Student, Every Day Community Toolkit to Address and Eliminate Chronic Absenteeism ~ Take Action to Help Eliminate Chronic Absenteeism.”

Parents and Families can help improve student attendance by:

- Making getting to school on time every day a high priority in your family.
- Talking with your child(ren) about the important of school attendance from an early age and the negative effects of too many absences.
- Creating a safe space for your child to share what’s keeping them from participating in school on a regular basis, when necessary.
- Having a back-up plan for getting your child to school when there are difficulties with transportation, family illness, or other challenges.
- Scheduling doctor and other appointments for after-school hours whenever possible.
- Monitoring students’ school attendance to make sure your child is in class every day.
- Contacting your child(ren)’s school to discuss supports and services that can help your child maintain regular school attendance.

Students:

- Help your friends and classmates understand what chronic absenteeism is— missing more than 10 percent (18 days) of school days in a year.
- Attend school every day, encourage your friends to attend school every day and remind them that every absence from school matters.

- Talk with your school principal and teachers about the kind of support that you and/or students in your school need in order to attend school and be successful at school every day.
- Be active in your community to support projects to help eliminate chronic absenteeism and support other young people in schools.
- Help your friends and classmates understand what chronic absenteeism is— missing more than 10 percent (18 days) of school days in a year.
- Attend school every day, encourage your friends to attend school every day and remind them that every absence from school matters.
- Talk with your school principal and teachers about the kind of support that you and/or students in your school need in order to attend school and be successful at school every day.
- Be active in your community to support projects to help eliminate chronic absenteeism and support other young people in schools.

## **Parent Involvement**

Here at Mann Learning Community, parents will have opportunities to be involved in programs that promote personal and family growth. Parents volunteer for school and community activities and programs that support the academic and behavioral plan for the school. Mann Learning Community provides workshops in academic areas, district initiatives as well as parent student activities. Through the Parent Network and monthly Parent Advisory Council On Student Achievement (PACSA) Meetings we are able to share community information, ideas, and plan for School Improvement, health and safety initiatives.

State law requires that we also report additional information.

## **Process for Assigning Pupils to the Schools**

### **Open Enrollment Initiative**

Detroit Public Schools Community District has an “Open Enrollment Initiative.” This initiative allows students to elect to attend any Detroit Public School Community District school without being required to live within the boundary for that school. The “Open Enrollment Initiative” does not apply to the Examination High Schools or Application Schools. Parents may enroll their child(ren) in the school of their interest as long as the school has not reached capacity for their particular grade. Enrollment preference is given to students who live within the boundary of a school. It should also be noted that transportation will not be provided for students who select a

## **Process for Assigning Pupils to the Schools (Continued):**

school outside of the boundary of their home school. “Open Enrollment Initiative” resources can be found on our website at: [http://detroitk12.org/resources/prospective\\_students/](http://detroitk12.org/resources/prospective_students/)

### **Application Schools**

Detroit Public Schools Community District has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window. Applications are open to families of current Detroit Public Schools Community District students as well as those newly enrolling or attending school elsewhere. The District uses one application for its Application Schools. Please note requirements on the application for submission of report cards, test data, transcripts, essay and Grade Point Average information. Schools also may have other individual entry requirements. Be prepared to provide behavior reports.

### **Examination High Schools**

During the Examination High Schools application window, all 8th grade students attending public and non-public schools are eligible to apply for admission to the 9th grade at Cass Technical High School, Renaissance High School and Martin Luther King, Jr. Senior High School’s Mathematics, Science and Applied Technology (MSAT) and Center for International Studies and Commerce programs. Residency is not required. During the beginning of the school year, students must complete and submit an application to take the placement examination.

An application is available at:

- All Detroit Public Libraries
- All Detroit Public Schools Community District’s Middle Schools
- Detroit Public Schools Community Districts’ Parent Resource Centers
- Detroit Public Schools Community District Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student’s current school or the Detroit Public Schools’ Office of Research and Assessment. Detroit Public Schools Community Districts’ students who submit an application will test at their middle school. Non-Detroit Public Schools Community Districts’ students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

## School Improvement Status

School Year	School Improvement Status
2015-2016	No Status
2014-2015	N/A

We will continue to work towards meeting our School Improvement Plan goals in English Language Arts, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

## Detroit Public School Community District’s Core Curriculum

Detroit Public School Community District’s Academic Plan will provide guidance to align all resources in the interest of student achievement and support. Consistent with the Academic Plan is an aggressive plan designed to accelerate the rate of student achievement and to ensure that students graduate with the academic and social skills necessary for success in college and the workplace. The plan is organized around five Pillars of Excellence.



### **Pillar 1: Literacy**

Provide a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

### **Pillar 2: Career Pathways**

Provide students with a context for studying traditional academics and learning the skills specific to a career.

### **Pillar 3: Innovation**

Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

### **Pillar 4: Family & Community**

Enhance and enrich positive relationships for all stakeholders.

### **Pillar 5: Wrap Around Services**

Ensure every student received appropriate support to elevate their social, emotional, and academic performance.

## **Access to the Core Curriculum**

The instructional strategies and grade level expectations are aligned to the Michigan Department of Education standards (science and social studies) and Common Core State Standards (mathematics and English language arts). This represents the core curriculum for Detroit Public Schools Community District which is supported by the texts, materials, computer software and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum and/or standards. The implementation is a process delineated in the District Academic Plan at: <http://detroitk12.org/content/wp-content/uploads/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.pdf>). This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans are conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar. The public may access the core

## Access to the Core Curriculum (Continued)

curriculum via our public website [www.detroitk12.org](http://www.detroitk12.org) and then click on the link to the individual academic offices.

Parents/Guardians are offered classes through Parent University to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Parent Resource Centers are a valuable resource that allow parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. The Detroit Public Schools Community District Hub, Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators.

## Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Community District's Quarterly NWEA~MAP Reading and Mathematics reports for our school can be found in the Resources section of our school's website at <http://detroitk12.org/schools/mann/>. The following reports are available on the Detroit Public Schools Community Districts' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

## Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2015-2016	95	11.4%
2014-2015	232	27.1%

The Detroit Public Schools Community Districts' Office of Research and Assessment has developed a data collection system which has enabled the District to comply with the Annual Education Report criteria of identifying the number and percent of students represented by parents at Parent-Teacher Conferences (PTC).

- 1.0 Data from the PTC Forms represent "parent interactions" with teachers, per school, per card marking.
- 2.0 Parent Interaction Definition: During Parent-Teacher Conferences (and in some instances school open houses) Schools/Teachers are advised to have each parent participant provide a parent signature-a parent may not sign for a student if they did not talk about that student.



### **Parent-Teacher Conferences (Interactions) (Continued):**

- 3.0 Some Detroit Public Schools Community District had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least two (2) instances, the calculated percentages are in excess of 100%. In each instance, each of these two (2) schools may have experienced a large parent turnout at each of the required conferences. If during each conference, one (1) parent with two (2) students enrolled in the school visited three (3) teachers for each of their two (2) students, this would count as six (6) parent interactions, thus increasing the base number and resulting percentage.

We would like to wish our students, parents, community and staff a successful year.

Sincerely,

Gwendolyn Frencher, Principal