

Detroit Public Schools

Loving Elementary School

Annual Education Report (AER)

August 16, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2009-2010 educational progress for the Loving Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact us at (313) 873-6473 or email us at AER@detroitk12.org if you need assistance.

The AER is available for you to review electronically by visiting the following web site www.detroitk12.org/AER or you may review a copy in Loving Elementary School's office.

For the 2009-2010 school year, we are in **AYP Phase 1**. We did not make Adequate Yearly Progress (AYP) because:

- We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 87.3%; Black 87.2% and Economically Disadvantaged 87.9%.

Because our school has not made AYP for 2 year(s), we are identified for School Improvement. We will improve our Adequate Yearly Progress status by ensuring that instructional planning is designed around the needs, interest and aptitudes of the individual students. The school will provide a rigorous and challenging curriculum to ensure that students have the supports needed to meet required goals and standards. The school or program will continuously adapt curriculum, instruction, and assessments to meet its students' diverse and changing needs. This will be demonstrated in the expanded use at both the school and classroom level of a variety of best practices designed to meet the differentiated needs of individual learners. Technology will be a key component of instructional practice.

Special emphasis will be placed on student and staff daily attendance. School-wide motivational programs and activities, staff professional development, and parent workshops opportunities will be presented on an on-going basis to address the student attendance deficit.

Parents can be involved by being actively involved in the academic process by:

- (1) Supporting and signing the school compact
- (2) Supporting school policies and procedures
- (3) Supporting a school culture of excellence
- (4) Participating in the LSCO/school decision-making process

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- (5) Attending Parent/Teacher Conferences
- (6) Attending Parent Workshops
- (7) Getting student(s) to school on time making sure that they are present ready to learn for a full academic day every day
- (8) Supporting and being engaged in programs and activities focused towards improving the academic performance of all students and accelerating the improvement of low achieving groups. Volunteering in child's classroom
- (9) Volunteering in classroom and participating with before and after-school entrance and dismissal
- (10) Communicating and meeting regularly with child's teacher regarding both academic and behavior progress

Detroit Public Schools' Core Curriculum:

Attached

State law requires that we also report additional information.

Process for assigning pupils to the school

During the 2009-2010 school year, students were required to live within the boundary of the school to which they were assigned.

During the 2010-2011 school year, Detroit Public Schools implemented the "Open Enrollment Initiative. This initiative allows students to elect to attend any Detroit Public 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 school outside of the boundary of their home school. Open Enrollment Initiative resources can be found on our web-site at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2009-2010	School Improvement - AYP Not Met
2008-2009	N/A - AYP Not Met

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Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Loving Elementary School can be found on the Detroit Public Schools' web-page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Annual Education Report

A hard copy is also available in the school's office. Contact the school's office for more details.

Parent-Teacher Conferences (Interactions)

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability is developing a data collection system which will enable 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. We are currently able to report the number of parent interactions as ascertained by Parent-Teacher-Conferences signature lists submitted by DPS schools. In the future, we will report the data according to the Annual Education Report criteria.

During the 2009-2010 school year, Loving Elementary School reported **64** parent interactions. In 2008-2009 there were **53** parent interactions

We would like to wish the students, parents and community a successful school year.

Sincerely,

Eddie Huwitte, Principal

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Detroit Public Schools' Core Curriculum:

Consistent with the District academic plan, **Excellent Schools for Every Child**, there are aggressive plans 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.

Specific curriculum actions include:

- *alignment of the curriculum, lessons planning and pacing calendars to national and state standards
- *ensuring that material and texts and supplemental resources and used in the classroom are directly linked to and with the grade expectations
- *defined grade level expectations to create alignment throughout the school
- * Administration and review of quarterly benchmark assessments for students in grades 3-12
- *use pre-intervention tools such as the Dynamic Indicator of Basic Early Literacy Skills (DIBLES) to assess language fluency for students on grades Prek-2 to ensure literacy foundation for reading success
- *use of the data (both formal and informal) to inform teaching strategies and professional development needs for staff, including but not limited to, teachers and administrators
- *focused professional development on the use of appropriate curriculum and teaching strategies, monitoring results and developing the interventions for re-teaching, as necessary
- *use technology (Learning Village/an on-line instructional management system) as a tool to manage instruction and teacher practice

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the state standards and the NAEP. This represents the core curriculum which is supported by the texts, materials, computer soft ware and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum.

The implementation is a process delineated in the District Plan **Excellent Schools for Every Child**. This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans is conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

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The variances from the state plan can be found in the grade level expectations which are also aligned to the higher standards of NAEP.

A Summer Parent University is offered with classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center are a vehicle for parents and other community member to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an on line instructional management system)

Web updates and semi-annual progress reports are also a means to disseminate information to parents and community.

Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guided will be posted to the Academic Affairs page of our web-site in the near future.

Parent Engagement

- *Use the technology portal for parents to view daily lessons and to communication with teachers

- *implement and follow through with the parent contracts

- *increase the Volunteer Reading Corps from approximately 5000 volunteers this year to 10,000 for next school year

- *use the Parent Resource Center to engage parents in innovative workshops and session that are practical and will result in parent support to students at home