



DETROIT PUBLIC SCHOOLS

Bunche Elementary School Annual Education Report (AER) 2010-2011

August, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Bunche 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 the school for assistance. You may also leave a message on the AER Hot-line (313) 873.6473 or email us at aer@detroitk12.org.

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 Bunche Elementary School's office.

We are in **AYP Phase 2** for the 2010-2011 school year. We did not make Adequate Yearly Progress (AYP) because:

- ❖ We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 87%; Black 86.9%; Students with Disabilities 85.6% and Economically Disadvantaged 86.7%.
- ❖ We did not attain target achievement goals for all subgroups of students in English language arts.
 - 53.8% of our Students With Disabilities met the AYP State Objective in Reading
- ❖ We did not attain target achievement goals for all subgroups of students in mathematics.
 - 66.7% of Students With Disabilities met the AYP State Objective in Mathematics

Because our school has not made AYP for 3 year(s), we are identified for School Improvement (SES).

The administration and staff of Bunche are committed to implementing new learning principles and practices. Houghton Mifflin Harcourt is the school's partner provider and together we know we have





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the ability to make changes in the school culture, teaching, learning that will significantly impact student progress.

Ensuring Effective Instruction for All Students

- Three coaches will support the learning in the school. Coaches will review data and current assessments to assist teachers in developing lesson plans and learning profiles based on research based practices. Each student will have a learning profile based on data to inform instruction.
- Four “permanent “ substitute teachers will be hired to relieve teachers during the school day for job- embedded professional development.
- When permanent substitute teachers are not relieving teachers for professional development they will be assigned to classrooms to work with students in small group instruction.
- Partner Provider Houghton Mifflin Harcourt will provide training in the Storytown Reading program which will be used in conjunction with Open Court to provide balanced literacy instruction.
- Review of the current math program will also be provided.
- The Leadership and Learning Group, partner of Houghton Mifflin Harcourt will provide additional coaching, model lessons and job- embedded professional development.
- The University of Pennsylvania will give support through Leadership academies.
- The afterschool program will provide additional targeted instruction for students.

Promoting Relevant Parent Engagement

- A parent liaison will be hired to provide a direct link to parents and caregivers in the community.
- We will try to partner with social agencies to provide additional support for social needs identified by our parents.
- We will provide a parent outreach program, GED, job support and other social services for our parents.

Addressing Social and Emotional Needs

- A Community fairs will be held to bring social services to parents and caregivers.
- Students will have physical education classes and recess daily to promote healthy lifestyles.
- Character development lessons will focus on topics such as bullying, anger management, careers and building self esteem.

Providing Data- informed and job-embedded Professional Learning

- Grade level teachers will be afforded common preparation time.
- Permanent substitute teachers will relieve teachers during the school day for individualized professional development.





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- Coaches will provide model lessons and assist in identifying areas in need of professional development.
- Data teams will be formed which will help teachers analyze past assessments and current assessments as evidence of successful teaching strategies or those in need of change or remediation.
- Data teams with coaches will assist in forming learning profiles for every class and student/
- Data profiles will be updated on a six week basis and learning plans for teachers and students will be adjusted.

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. that parents play an integral role in assisting their child's learning;
- b. that parents are encouraged to be actively involved in their child's education at school;
- c. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA.

Ralph J. Bunche Academy will take the following action to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- Participate in pathway meetings with the Dundee-Crown feeder pattern
- Solicit opinions/interest of parents at PTC Meetings
- Involvement of the parents on the School Improvement Team
- The Parent Involvement Committee will be involved in the writing of the plan

Ralph J. Bunche Academy will take the following actions to involve parents in the process of school review and improvement under the section 1116 of the ESEA:

- Completion of the Title 1 Parent Survey
- Participation in the writing of the School improvement Plan

Ralph J. Bunche Academy will hold annual meetings to inform parents of the schools participation in Title I, Part A programs and to explain the Title I, Part A requirements and the right of parents to be involved in Title I,





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Part A Programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting and will encourage them to attend, by:

- Providing information in Spanish and English
- Providing childcare
- Sending home a written reminder the day of the meeting
- Making phone calls
- Asking for parental input through the use of an evaluation tool

Ralph J. Bunche Academy will provide parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation on the schools' curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet by:

- Holding an annual Open House with a Title I Parent meeting component
- Encouraging attendance at Parent Conferences
- Sponsoring periodic academic themed parent nights
- Sharing IMAGE/ISAT assessment results

Ralph J. Bunche Academy will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

The school will respond to any such suggestions as soon as possible by:

- Creating action/intervention plans with parents
- Encouraging participation in PTC and School Improvement meetings
- Frequent communication including telephone calls and written responses

Ralph J. Bunche Academy will provide each parent an individual parent student report about the performance of their child on the State assessment in at least math, language arts and reading by:

- Distributing and discussing scores at individual parent conferences





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Ralph J. Bunche Academy will take the following actions to provide each parent timely notice when their child has been assigned or has been taught (4) four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- Distributing written notification

Ralph J. Bunche Academy will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph:

- the state's academic content standards
- the state's student academic achievement standards
- the state and local academic assessments including alternate assessments, the requirements of Part A
- how to monitor their child's progress, and
- how to work with educators
- all school activities such as parent's night and literacy nights will make reference to the items listed above

Ralph J. Bunche Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

- Provide parent literacy nights
- Use of parent involvement kit

Ralph J. Bunche Academy will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff on how to reach out to communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and on how to implement and coordinate parent programs and build ties between parents and schools by:

- implementing parent involvement kit
- providing resources to teachers to assist in working with parents
- making positive phone calls to parents





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Ralph J. Bunche Academy will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the District pre-school program and Catholic Social Services after school program. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Ralph J. Bunche Academy will ensure the information related to the school parent-programs, meetings and other activities is sent to parents of the participating children in an understandable and uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand.

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arranging meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improve parental involvement
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

State law requires that we also report additional information.





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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 Open Enrollment 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
2010-2011	AYP Not Met ~ School Improvement
2009-2010	AYP Not Met~ School Improvement

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





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*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.

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





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*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.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Bunche 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

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2010-2011	831	33.4%
2009-2010	150	N/A

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability 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.

- 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





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participant provide a parent signature—a parent may not sign for a student if they did not talk about that student.

- 3.0 For a variety of reasons, five (5) DPS schools are not included in the data collection count due to some school closures and non-return of Parent Teacher Conference Signature List Documents.
- 4.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least three (3) instances, the calculated percentages are in excess of 100%. In each instance, each of these three (3) schools is an elementary school with a large parent turnout at each of the four (4) 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 and community a successful school year.

Sincerely,

Marvin Franklin, Principal

